1986

An ethnographic investigation of the self-esteem and occupational aspirations of Hispanic students within the context of an urban junior college

Ines M. Bocanegra Gordon
Loyola University Chicago

AN ETHNOGRAPHIC INVESTIGATION OF THE SELF-ESTEEM AND OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS WITHIN THE CONTEXT OF AN URBAN JUNIOR COLLEGE

by

Inés M. Bocanegra Gordon

A Dissertation Submitted to the Faculty of the Graduate School of Education of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of

Doctor of Education

May

1986

Inés M. Bocanegra Gordon

Loyola University of Chicago

An Ethnographic Investigation of the Self-Esteem and Occupational Aspirations of Hispanic Students Within the Context of An Urban Junior College

Problem: The problem was to make an in-depth assessment of the differences, if any, in the self-esteem and the occupational aspirations of Hispanic students, who have been directly but differently exposed to the American society and who were actively enrolled at Loop College. Variables selected for investigation were sex, family socioeconomic status, level of exposure to the United States society, language spoken in public, ethnic identification, and the importance given to a college education. A unique feature of this study was that Hispanic students were compared among themselves according to their time of residence in the continental United States rather than any other ethnic group.

Instruments: Five instruments were used: (a) a student questionnaire; (b) two sets of interviews; (c) the Rosenberg's Self-Esteem Scale; (d) the Occupational Aspirations Scale; and (e) the Hollingshead Two-Factor Index of Social Position. Instruments were presented to the subjects in a bilingual format, where both Spanish and English were used.

Sample: Eighty-two adult Hispanic subjects were selected among the 604 Hispanic students at Loop College (Spring 1983).

Hypotheses: Using analysis of variance (ANOVA) and cross-tabulation analysis, eighteen major hypotheses were examined.

Results: The results indicate that neither the occupational

aspirations or the self-esteem of adult Hispanic students in this study were affected by the different levels of exposure to the continental United States society. However, the socioeconomic statuses of the Hispanic students in the sample, interacting with different levels of exposure to the continental United States society, tended to significantly affect their occupational aspirations. The importance these students attributed to a college education, as a main effect, produced significant differences on their occupational aspirations. In considering self-esteem, it was found that both the socioeconomic statuses of the Hispanic students, as well as the language spoken in public by these students, produced a moderate degree of association.

ACKNOWLEDGEMENTS

The author is deeply indebted to many individuals who have contributed ideas, assistance, and moral support which have been essential to the completion of this investigation. Special gratitude is extended here to the members of the dissertation committee, Dr. Steven Miller for always believing in the author's abilities and for his support; to Dr. Samuel Betances for his admirable guidance throughout this process; and to Dr. John Wozniak for his encouragement.

The author feels special indebtedness to her family, her dedicated husband, Roosevelt, and to her children, Olubayo Ubaldo, Ayo Henry, and Adebayo Armando who have allowed her the time and love for her to persevere in this task. Special thanks are also given to her mother, Rosa María, her aunt, Tetė, and her grandmother Concha (deceased) for the character formation and the intellectual and spiritual inspiration given to the author. Also extended thanks are given to Mrs. Nellie Gordon, Mr. Roosevelt Gordon, Sr., Mr. Henry Fuller (deceased), Mrs. Rochelle Green, and Mrs. Concepción Lara Gardner who have been the second parents to her children, while the author was absent doing all the academic work throughout the last ten years.

The assistance of both Dr. Walter Thiel and Dr. Belkis Santos from the Chicago Board of Education is deeply appreciated for their consistent guidance and suggestions in the development of this dissertation. Further, the author is indebted to Ms. Valerie Collier,

for her dedicated efforts in typing this dissertation, and for constant moral support. Similarly, the author expresses her gratitude to Mrs. Mary Torres and Mrs. Ivette Rolón for transcribing and typing the interviews with the Hispanic personnel and students. These acknowledgements would not be complete without expressing deep appreciation to Mr. Elías Argott Castillo, Assistant to the Vice Chancellor for Operational Services, City Colleges of Chicago and to all her friends, students and colleagues at the City Colleges of Chicago who have helped and motivated her to finish this task.

VITA

The author was born in Santurce, Puerto Rico on September 24, 1949. She lost her father at the age of two, an event that impacted her entire life and which left her to the care of three very special ladies: her mother, Rosa Maria; her grandmother and matriarch of the family, Concepcion, and her aunt, Tete. Although the three women confronted many economic turmoils in raising the family, they were able to provide private education for the children, including the author, a brother and a sister. The author attended Colegio La Guadalupe, in Puerto Nuevo from third grade through eighth grade. In 1963, she started high school in an all girls school - Colegio La Milagrosa, in Rio Piedras. Later, in 1967, she graduated with high honors and was the "salutatorian" of her class. In August of that same year, she became a freshman at the University of Puerto Rico. In 1968, she was invited to become part of the Bachillerato en Estudios Generales, an honor program at the University of Puerto Rico. During her four years at the University of Puerto Rico, she was active in different student-faculty boards as well as in the Student Government. In 1972, she received a B.A. degree with honors. While trying to acquire more knowledge of race relations in Puerto Rico and the overall situation of Blacks, she was selected by Dr. Ben Coleman to become part of the Exchange Students Program between the University of Puerto Rico and Northeastern Illinois University. At Northeastern Illinois University, she became a graduate student at the Center for Inner City Studies, an innovative program, with a primary emphasis in

the study of ethnic minorities in the inner city communities in the United States. The author lost her grandmother after five months of residence in Chicago, an event which represented the second most significant phenomenon in her life. In December 30, 1972, she returned home and married Roosevelt Gordon Jr., a Black-American and classmate of hers at Northeastern Illinois University. They have given birth to three sons: Olubayo Ubaldo, Ayo Henry and Adebayo Armando.

In the early part of 1972, she became the first teacher-counselor and Assistant Director of Proyecto Pa'Lante at Northeastern Illinois University. During that time she taught with her colleague, Mr. Hector Luis Rosario, the first courses of History of Puerto Rico being offered at Northeastern Illinois University. In addition, she helped in the curriculum development of the first course of sociology of Puerto Rico and Latin America as well as the creation of other related courses. She was also instrumental in the recruitment and selection of some of the new Hispanic faculty members hired at that time by Northeastern Illinois University. In 1974, she received an M.A. and started to work as a counselor at Loop College, one of the City Colleges of Chicago.

At present, the writer is an Assistant Professor of Counseling at Loop College, and is also serving as the faculty advisor for the Organization of Latin American Students (O.L.A.S.) at the same institution. In addition, she is also serving in the Mayor's Commission on Latino Affairs for the City of Chicago.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

Graph Page

CONTENTS FOR APPENDICES

CHAPTER I

STATEMENT OF THE RESEARCH PROBLEM

Introduction

> "Who am I?" asks a Mexican American high school student. I am a product of you and my ancestors. We came to California long before the Pilgrims landed on Plymouth Rock. We settled California and the southwestern part of the United States including the states of Arizona, New Mexico, Colorado, and Texas. We built the missions. We cultivated the ranches. We were at the Alamo in Texas, both inside and outside. You know we owned California--that is, until gold was found there. Who am I? I am a human being. I have the same hopes that you do, the same fears, the same drives, same desires, same concerns, same abilities, and I want the same chance that you have to be an individual.[1]

Education has been thought of by many Americans, and primarily by many immigrants in the context of the United States society, as an equalizer among people of different socioeconomic statuses, as well as a "unique" tool which will allow many impoverished people to ascend and promote themselves and their children to a better social status. Hispanics[2] are not and have not been an exception to this rule; they have perceived "education" as a unique tool for social mobility, although many Hispanics have experienced otherwise.

---

[1] Henry S. Johnson and William J. Hernandez, Educating the Mexican American (Valley Forge, Pennsylvania: Judson Press, 1971), pp. 17, 19.

[2] For the purpose of this research, the term Hispanic and Latino will be used interchangeably. "Latino" is a term more frequently used in the Midwestern area of the United States. The term "Hispanic" is a more generic term to refer nationally to people of Spanish-Speaking ancestry.

The acquisition of a better education, the accessibility to be enrolled and to graduate from an academically oriented program at the secondary school level, as well as the matriculation in colleges and universities, have represented difficult task for Hispanics. In addition to these and many other unsurmountable obstacles confronted by Hispanics who are trying to make education accessible to themselves and their families, the ones who have successfully achieved a higher education degree have confronted less accessibility to higher paying jobs as well as to the more prestigious positions in the United States occupational ladder.

Gaspar illustrates the effects of discrimination on the median earnings of Hispanic for comparable work for the year 1977: among professional, technical and related workers the earnings of Hispanic males were 17 percent less than the earnings of non-Hispanic males ($13,666 vs. $16,275 respectively), for Hispanic managers and administrators, 20 percent less than their non-Hispanic counterparts ($14,352 vs. $17,897 respectively), and for Hispanic clerical workers, 34 percent less than the non-Hispanic workers ($7,360 vs. $11,077 respectively). In the public sector, the wage differences between the Hispanic and non-Hispanic workers range from 20 percent to 25 percent.[3] It is also crucially important to mention that Hispanics are underrepresented on the professional and managerial levels. In 1979,

---

[3]Jeffrey Casey Gaspar, "The Hispanic and the U.S. Economy," in The State of Hispanic America by The National Hispanic Center for Advanced Studies and Policy Analysis (Oakland, California: Babel, Inc., 1981), p. 10.

Hispanics only represented 8.3 percent of professional workers and 5.9 percent of managers and administrators, compared to 15.6 percent represented by the total population in the professional level and 11.1 percent in the managerial level.[4]

For Hispanics, the economic returns for additional years of education has been minimal or even non-existent. Ogbu in his book used the term coined by Blair, the "schooling penalty" in referring to this phenomenon and states:

> Among those living in the barrios, the Anglo-Americans earned $880 more per year than Mexican-Americans with the same level of education; among those living outside the barrios, the Anglo-Americans earned $1713 more... what is an even more significant aspect of Blair's findings is that the schooling penalty is greater for Mexican Americans who graduate from high school or college than for those who drop out short of graduation.[5]

Society as well as the job market are transmitting different messages to Anglo and Hispanic students. To the Anglo student the message is compatible with the American ideology that hard work and more education will lead to greater benefits. The Hispanic students, however, "... receive the contrary message that they can expect to earn wages a little closer to what their Anglo peers earn if they drop out of school rather than stay long enough and work hard enough to

---

[4]George H. Brown, et al., The Condition of Education for Hispanic America (Washington, D.C.: National Center for Education Statistics, 1980), pp. 248-249.

[5]John Ogbu, Minority Education and Caste: The American System in Cross-Cultural Perspective (New York: Academic Press - A Carnegie Council on Children Monograph, 1978), p. 233.

obtain a high school diploma or college degree."[6]

The United States Bureau of the Census, "Resident Population, by Race and Spanish Origin, by State: 1980", estimated a total of 14.6 million persons of Hispanic origin in the United States. According to the same source, the Hispanic population for the State of Illinois was estimated as 636,000 persons.[7]

More than a third (33.2%) of the Hispanic population in the United States was between the ages of under five years and 13 years of age. The Census Bureau estimated that 14.3 percent of the Hispanic population was college bound age (between the ages of 18 and 24 years of age). Among persons 25 years old and over, only 9.7 percent Hispanic males and 6.2 percent Hispanic females have completed four years of college and more.[8]

Lucas, in his monograph,[9] indicates that in 1977, Latinos in Illinois represented 2.3 percent of all students enrolled in public and private universities. The presence of Latinos in institutions of higher education is far below what could be expected from their proportions in the total population. According to the data provided

---

[6]Ibid., pp. 233-234.

[7]U.S. Dept. of Commerce, Bureau of the Census - National Data Book and Guide to Sources - Statistical Abstract of the United States, 1980 (Washington, D.C.: 1979), p. 32. See also, controversial issues in counting Hispanic people - U.S. Commission on Civil Rights, Counting The Forgotten: The 1970 Census Count of Persons of Spanish-Speaking Background in the U.S. (Washington, D.C.: 1974).

[8]Ibid., p. 36.

[9]Isidro Lucas, Education and Hispanic in Greater Chicago: An Over-View (Illinois: Aspira, 1979), pp. 1-4.

by Lucas for the Fall 1977, the City Colleges of Chicago accounted for 2,782 Latino students or 4.25 percent of their total enrollment. At the same time, the public community colleges in Illinois were enrolling as many Latinos (5,782 or 2.4%) as all four-year institutions together: private (2,269 or 2.2%) as well as public institutions (3,513 or 2.1%) in the State of Illinois.

The Illinois Community College Board, in its Annual Report indicates that for Fall 1981, all the public community colleges in Illinois enrolled 20,739 or 5.36 percent Hispanic students out of a total enrollment of 386,513 students.[10] The City Colleges of Chicago (District No. 508) enrolled 16,425 Hispanic students or 79.20 percent of all Hispanic[11] students in the public community colleges system. The total enrollment in public community colleges in Illinois only represents 3.26 percent of the Hispanic population in Illinois.

According to the figures offered by the Illinois Community College Board, for the City Colleges of Chicago (C.C.C.), it is noticeable that during Fall 1981, 12,480 Hispanic students were attending the Urban Skill Center, which is an institution designed to teach classes below college level and different trades. Therefore, of the 16,425 Hispanic students at the City Colleges of Chicago, only 3,945 or 2.4 percent of all the Hispanic students were enrolled in regular college level programs. But a closer analysis of the 3,945

---

[10] Illinois Community College Board. Annual Report - Fall 1981 (Illinois, 1981).

[11] Ibid.

Hispanic students in so called "regular college level courses" indicates that many of these students are enrolled in developmental programs, such as English as a Second Language (E.S.L.), which represents a step below college level. Loop College, one of the City Colleges of Chicago, reported for Fall 1982, a total enrollment of 7,952 students, of which 525 or 6.6 percent were Hispanic students. The English as a Second Language Program (ESL) at Loop College enrolled 827 students of whom 192 students were of Hispanic origin. Therefore, 36.57 percent of all Hispanic students at Loop College were not enrolled in Baccalaureate oriented programs but, rather, only taking college preparatory courses.

According to the report conducted by Brown et.al, in 1976-1977, Hispanics earned 4.1 percent of all Associate degrees, but only two percent of all bachelor and master degrees awarded.[12] The point of emphasis being addressed through the review of this statistical data pertaining to Hispanics is the lack of investment and utilization of one of our most important resources - the human capital represented by this young group of people. Gaspar alludes to this reality stating that: "The lack of investment in Hispanic human capital today can only compound future problems."[13]

Purpose of the Study

This study has been inspired by the need for more empirical research dealing with the sociocultural and economic realities of

---

[12] Brown, et al., op.cit., pp. 164-165.

[13] Gaspar, op.cit., p. 8.

Hispanics in the context of the United States. Hispanics in the United States represent a relatively young population whose impact has not totally been felt in the realm of education, especially in higher education. Since Hispanic representation in higher education is essentially relegated to two year institutions in the country,[14] therefore, this study will document the involvement of Hispanics within the context of one of the City Colleges of Chicago--The Loop College. Chicago has been selected for this study due to the increasing influence exercised by Hispanics in this city in the last ten years and the perceived need to document their educational experiences in this part of the country. In addition, this researcher has lived, studied and worked in Chicago for the past fourteen years.

Fundamentally, one of the purposes of this study is to make an in-depth assessment of the differences in the self-esteem and the occupational aspirations of Hispanic students within the context of an urban-public community college.

The researcher has not found a unified definition commonly used by authors referring to Hispanics in the United States. This fact might be due to the diversity in language usage as well as the different lifestyles within the various Hispanic groups. The researcher recognizes the heterogeneity and the variability of customs, traditions and cultures of the many Spanish-speaking people living in the continental United States, and this study will not

---

[14]Frank Brown and Madelon D. Stent, Minorities in U.S. Institutions of Higher Education (New York: Praeger Publishers, Inc. - Praeger Special Studies in U.S. Economics, Social & Political Issues, 1977), p. 16.

nullify that fact. Rather, and in spite of that fact, in the context of this study, the concept Hispanic is used to refer to a multi-ethnic and multi-national group of people of Spanish heritage or descent. Therefore, the label Hispanic has been used as a methodological tool of analysis which will help the researcher unify the aspirations as well as the problems experienced by people of Spanish-speaking background. For the purpose of this research, the term Hispanic will be used interchangeably with the term Latino, and Spanish-speaking person.[15]

The researcher has developed a typology of Hispanic students that has helped her to analyze the needs and difficulties experienced by these students when exposed to higher education in the continental United States. This study has used the "typology" as a guideline and point of reference to study Hispanic students especially in a public-community college. The researcher, after more than ten years counseling and advising Hispanic students at a public-community college, has observed three major groups of Hispanic students, each with their own individual subdivisions, who are served by these institutions:

(a) the recently arrived Hispanic student

1. The professional individual - one who comes to the United States with previous experience and knowledge of institutions of post-secondary education. Many of these students have attended and graduated from universities in their native countries. This

---

[15] See footnote #2 for more details.

individual comes from a stable family setting, and is the product of a middle or a middle-high socioeconomic environment in his native country. He possesses strong verbal skills in his primary language, Spanish, possesses a strong self-concept and does not have any "ethnic-identity" problems.[16]

2. The "push" out individual - one who comes to the United States in search of better economic opportunities, but who lacks the necessary academic preparation to successfully survive in the new environment. This individual is the product of a middle-low or low socioeconomic environment in his native country. He comes to the United States trying to escape the economic depression experienced by his family and relatives. He experiences doubts and frustration because he is not equipped to deal with the new environment, new language as well as new customs.[17]

(b) the continental native born Hispanic student

This student has been born and raised in the continental United States. Many students in this category are the "first generation" in higher education, since many of their parents have not even finished high school. He is the product of a low socioeconomic environment, where education is not perceived as an important element for survival. This student usually experiences problems of identity and low self-esteem. He has experienced the Hispanic cultural tradition

---

[16] Abdín Noboa-Rios, "An Analysis of Hispanic Doctoral Recipients From U.S. Universities (1900-1973) with Special Emphasis on Puerto Rican Doctorates," Metas 2:2 (Winter 1981-82), 18.

[17] Richard Rodríguez, "Memories of a Bilingual Childhood," American Educator, 5:1 (Spring 1981), pp. 12-21.

through his parents, since he has not lived in the parents' native country. In many instances, this student tends to cover his feelings of insecurity in terms of his ethnic identity, with extreme manifestations of solidarity with issues that relate to the Hispanics. He feels as an outcast among the Hispanic people and rejected by American standards.[18]

(c) the Hispanic student product of a "cyclical" migration

This student is the product of a "cyclical migration" between a Latin American/Caribbean country and the continential United States, due to economic, political and/or social reasons. He experiences problems with the languages of both countries (with Spanish as well as English) and with his ethnic identity, since he is the product of a "no-land" situation. He has experienced rejection as well as marginality by not belonging to either of the two different lands.[19]

Throughout the study the researcher will expand and relate findings to this particular typology.

The second purpose of this study is to focus and analyze higher education in terms of how minority students in general, and Hispanic students in particular, experience this new environment. Higher education represents the dreams and aspirations of many Hispanic

---

[18]Pastora San Juan Cafferty and Carmen Rivera-Martínez, The Politics of Language: The Dilemma of Bilingual Education for Puerto Ricans (Colorado: Westview Press, 1981); Jose Llanes, Cuban Americans: Masters of Survival (Cambridge, Massachusetts: ABT Books, 1982); Samuel

[19]Manuel Maldonado-Denis, Puerto Rico y Estados Unidos: Emigración y Colonialismo (Mexico: Siglo Veintiuno editores, sa, 1978).

individuals, but it is a situation experienced by very few members of this ethnic group. Part of the problem resides in the high dropout rate (or as Lucas calls it "push-outs")[20] experienced by Hispanic students at the secondary school level. In a study entitled Hispanic Drop Out Problem,[21] Kyle stated that more than half of all Puerto Rican students who enter Chicago Public Schools do not graduate and this reality is likely to be true for many other Hispanic students. In this study, teachers, in terms of their concern and trust in their students, represented a key and contributing factor in the decision of Hispanic students to remain in school. Therefore, education has to be relevant and has to be perceived as relevant by these students. Ramirez, as well as other prominent psychologists and sociologists[22] in the area of bilingual-bicultural education, have documented that Hispanic people, primarily the ones who have adhered to traditional Hispanic cultural values, are "field dependent" or "field sensitive" in terms of their cognitive style. "Cognitive style" is used to express the idea that people differ from one another in the ways they think and process information. Cognitive style also refers to

---

[20] Isidro Lucas, Puerto Rican Dropouts in Chicago: Numbers and Motivation (New York, 1973), p. 2.

[21] Charles Kyle, Hispanic Drop Out Problem (Aspira Inc. of Illinois, National Center for Bilingual Research and Hispanic Policy Development Project: Illinois, 1983), p. 1.

[22] Manuel Ramírez III, P. Leslie Harold and Alfredo Castañeda, Introduction to Cognitive Styles: New Approaches to Bilingual, Bicultural Education (Austin, Texas: The Dissemination Center for Bilingual Bicultural Education, 1974). See also in relation to this topic - Illinois State Advisory Committee to the U.S. Commission on Civil Rights, Bilingual/Bicultural Education: A Privilege or a Right? (Illinois, May 1974).

differences in noticing social aspects of the environment. If Ramirez' assumptions are correct, this fact has crucial implications in the education of Hispanic children, since the environment as well as persons in authority and their particular perceptions about the child are essential in building a strong self-concept in the individual. The trust and perception of teachers and counselors become decisive factors in the attainment and access to education for Hispanic children.

Definition of the Problem

This study will attempt to examine the experiences of Hispanic students in the context of a two-year public and urban community college.

Since the researcher has not found a unified definition commonly used to refer to people of Spanish-speaking background in the United States, the concept Hispanic has been used to consolidate the concerns, aspirations, and experiences of a multi-ethnic and multi-national group of people of Spanish heritage or descent. Therefore, the label "Hispanic" has been used as a methodological tool of analysis which will help the researcher unify the understanding of aspirations as well as the problems experienced by people of Spanish-speaking background.

The researcher recognizes the limitations attached to the use of a general label such as Hispanic, but, nevertheless, wants the investigation to reflect the diversity of backgrounds of the Hispanic students who have contributed to the study and who are participants in the learning experience at Loop College. By the same token, the

researcher has used bibliographical references that deal primarily with the problems and experiences of Puerto Ricans as well as Mexican Americans, within the context of the continental United States. First, these two groups represent two of the three largest components of the Hispanic group in the continental United States and in Chicago. As Wagenheim states, "The three largest Hispanic national groups are: Mexicans (7.1 million), Puerto Ricans (1.8 million), and Cubans (689,000)."[23]

Secondly, there is a scarcity of bibliographical sources that deal with the topic of Hispanics in higher education, and, more so, with particular and individual Hispanic groups that do not represent part of the largest Hispanic national groups (e.g. Chileans, Bolivians, Colombians, Venezuelans, etc.).

Thirdly, as the researcher previously mentioned, she recognizes the cultural diversity among Spanish-speaking people and her intentions in this study are not to disregard such differences, but rather to study the common situation encountered by this multi-ethnic group in the educational arena. While generalizations to all Hispanic groups are not possible, the sample, will incorporate subjects who represent other Hispanic national groups like Chileans, Colombians, Venezuelans, etc. (32 of the subjects are part of this category of a total of 82 subjects).

It should also be pointed out that in the social sciences

---

[23]Karl Wagenheim, "The Latest Census Survey of Hispanics in the United States," METAS, 1:1 (Fall 1979), pp. 75-80.

"labels" are often used to categorize people by-way-of one particular and specific variable, although they might be divided and might be extremely diverse in terms of many other characteristics. Thus this study is not intended to measure a concept such as "ethnicity", but will instead use the label, Hispanic, to address the issues of education, occupation and self-esteem among this multi-ethnic group of people.

Since the latter part of the 1960's, institutions of higher learning have confronted a challenge, namely how to integrate "new students" into the post-secondary educational system. New students as defined by Cross[24] are as follows:

> Most of the new students described in this book are Caucasians whose fathers work at blue-collar jobs. A substantial number, however, are members of minority ethnic groups. Most of the parents have never attended college, and the expectation of college is new to the family. The new students themselves have not been especially successful at this high school studies... new students have made mostly C's. Traditional students are attracted primarily to four-year colleges and universities, whereas new students plan to enter public community colleges or vocational schools. Fundamentally, these new students to higher education are swept into college by the rising educational aspirations of the citizenry. For the majority, the motivation for college does not arise from anticipation of interest in learning the things they will be learning in college but from the recognition that education is the way to a better job and a better life than that of their parents.[25]

Our analysis is primarily based on the perceptions of these new students - Hispanic students, their new environment and

---

[24] K. Patricia Cross, Beyond the Open Door: New Students to Higher Education (San Francisco, California: Jossey-Bass, Inc., Publishers, 1974), p. 15.

[25] Ibid.

new experiences. Although some of the Hispanic students in this research have been previously exposed to higher education in their native countries, when they try to penetrate this new society they tend to experience many of the frustrations encountered by students from deprived socioeconomic backgrounds, such as insensitive academic and clerical personnel, lack of adequate support services and minority personnel, and also an insensitive institutional environment.

This study, then, has a double focus of attention. One, to analyze an area that is largely unexplored in higher education - the perceptions, occupational aspirations, and the self-esteem of Hispanic students within the context of a public two-year community college.[26] Secondly, to analyze their experiences in terms of this new environment (higher education) and to document the needs, difficulties, and frustrations experienced by Hispanic students while opening the doors and keeping them open for others.

Theoretical Assumptions

Historically the particular function attributed to "education" as an institution has been equated with the particular social and economic needs of a society. Education in the United States has followed a similar path, where its functions have been altered or redistributed to suitably fit the particular historical and economic

---

[26]For an early study, see Rudolph Salmerón Jr., "A Description of Factors Associated with the Position of College Bound Mexican Americans in Chicago," M.Ed. Thesis, Center for Inner City Studies, Northeastern Illinois University (1967).

needs of an epoch.[27] In the United States, education has come to assure different functions, from a cognitive function, where schools are designated to produce students equipped with empirical and technological knowledge; to a moral function, where schools should produce good citizens; to a socialization function, where schools should produce well-adjusted individuals; to a social mobility function, where schools should act as social "equalizers".[28] Although all these functions attributed to education are commendable, it is believed that education has come to represent one of the last and firmest bastions of inequality in American society; one which permeates and promotes similar levels of inequality in other social institutions. Education has been bestowed with the function of selecting and preparing individuals to assume future social and occupational roles in society.

Education in this society has come to represent the social and economic interest of a particular status group - the dominant status group represented by the white/middle class group. According to Weber, the individual identity in society is attached or derived from his status group. The status group represents the members (in group membership) of a particular society, who possess a sense of status equality based on their participation in a common culture.[29]

---

[27]Samuel Bowles and Herbert Gintis, Schooling in Capitalist America (New York: Basic Books, Inc., 1976), p. 13.

[28]Sarane S. Boocock, An Introduction to the Sociology of Learning (Boston: Houghton Mifflin Company, 1972), p. 6.

[29]Max Weber, From Max Weber: Essays in Sociology, edited and translated by H.H. Gerth and C. Wright Mills (New York: Oxford University Press, 1958), pp. 180-195.

Weber outlines three sources from which status groups may be derived from: (a) differences in life style based on economic status, (b) differences in life situation based on power position, and (c) differences in life situation derived directly from cultural conditions, geographical origin, ethnicity, religion, education, intellectual or aesthetic values.[30] Struggle is common in society between people from different status groups, and in their search to control different status groups, in their search to control different organizations and institutions, that could give them control over the scarce commodities of goods, wealth, power and/or prestige. Collins also states:

> In the more complex societies, struggle between status groups is carried on in large part within organizations, as the status groups controlling an organization coerce, hire, or culturally manipulate others to carry out their wishes (as in, respectively, a conscript army, a business, or a church).[31]

Therefore, there are clear-cut distinctions among different status group cultures based on class as well as ethnicity. People tend to occupy different occupational positions in society as a by-product of their relationship or association to particular status groups. But of greater importance is that the "perceived" future adult roles of individuals of a particular status group will shape the education as well as the achievement level of those individuals. Therefore, the status group of the individual, or his caste in society, will not only

---

[30] Ibid.

[31] Randall Collins, "Function and Conflict Theories of Educational Stratification," in Power and Ideology in Education, edited by Jerome Karabel and A.H. Halsey (New York: Oxford University Press, 1977), p. 126.

predetermine the type of education that he will be exposed to but also his occupational aspirations and the way that he will perceive himself.

Ogbu states about this particular point:

> Although an individual's level of education may enable him or her to raise his or her social status, it is the nature of opportunity for future adult roles and the noneducational factors in obtaining these roles that shape the education system (ideology and practices) to a large extent, not the other way around.[32]

Education works as catalytic agent to enforce, motivate and promote abilities and skills or to hamper them. There are different motives behind the education of majority and minority children. Ogbu affirms that:

> Since formal education is usually designed to equip children with personal qualities or attributes--attitudes, values, knowledge, and cognitive and other skills--which they need as adults to perform adequately the social and economic roles characteristic of their group, the education of caste minorities and dominant groups are oriented toward producing different kinds of people. The education of caste minorities equips them with suitable qualities for their lower positions in society, while that of dominant groups equips them with qualities necessary for their superior roles.[33]

Although in this society, the mission of education as a social institution has been paralleled with the already mentioned and proposed functions of education, in this researcher's estimations, education has come to assume a double mission. One, to safeguard the bastion of "academic excellence" in education for only few people in society. For those, who have the adequate credentials in terms of

---

[32] Ogbu, op.cit., p. 27.

[33] Ibid., p. 26.

family's socioeconomic status and race, education promotes and gives ample accessibility to future social and occupational status in areas where their opportunities will be enhanced, and where the country's needs are guided and directed. Therefore, the selected ones have been and will be monitored and directed to areas where their future success will be optimal. The country is making a direct and intrinsic investment in the "dominant caste" (white/middle class people), and there is an optimal identification between the interests of both parties. Minority individuals are perceived as a burden to this country. Their contributions are perceived as minimal if any and only in the realm of material production and they are seen as individuals who have to be constantly guided, directed and monitored, if any benefits are to be obtained from them.

The second mission of education has been to safeguard the pathway to future upward mobility from intruders, who are represented by minority status individuals.[34] Society and education might allow few minority individuals to go through to avoid being seen as exclusionary. Since the decade of the 1960's, and as a product of the Civil Right Movement, an "illusion" of equality of educational opportunity has been created. This illusion has the facade of new, more and better avenues for the education of minority students, especially in higher education. Although many have seen these new alternatives as adequate and positive, there is still inequality of educational opportunity, but moreso inequality of future occupational

---

[34] Bowles and Gintis, op.cit., pp. 12-13.

opportunities for minorities. Today, with the proliferation of institutions of higher education, the question of accessibility of educational opportunities is directed toward the "quality" of education received by minority individuals. Therefore, now the question is where the credentials are coming from, and in what area of specialization. Proliferation of institutions of higher education has brought with it the issue of hierarchization of institutions of higher learning, and to the detriment of minority status individuals. Astin, et.al. state:

> However, institutions are by no means equivalent, and a minority student's future may depend as much on the kind of institution attended as on attendance in itself. With the proliferation of public community colleges and the substantial financial aid now available to needy students, the real issue of access is not who goes to college, but who goes to which college.[35]

Although higher education has been democratized for public consumption, an internal hierarchy makes institutions of higher learning another divisionary ground in society - where community colleges are used as dumping grounds for minority status individuals. Although some minority individuals are opting to select higher education as an alternative for future upward mobility; the majority of minority students are attending community colleges, and this fact will nullify or decrease their efforts due to the low prestige level attributed to community colleges and their purpose within higher education. Karabel states:

---

[35] Alexander W. Astin, et al., Minorities in American Higher Education: Recent Trends, Current Prospects, and Recommendations (San Francisco, California: Jossey-Bass Inc., Publishers, 1982), p. 130.

> The system of higher education's much-touted 'diversity' is, for the most part, hierarchy rather than genuine variety (see Karabel, 1972a and 1972b), a form of hierarchy which has more to do with social class than educational philosophy. ... The cooling out function of the junior college, as Clark puts it, is what 'such a college is about'. Community colleges exist in part to reconcile students' culturally induced hopes for mobility with their eventual destinations, transforming structurally induced failure into individual failure.[36]

In Illinois, Hispanic participation in higher education has tripled since 1973. However, half of these students are enrolled in two-year community colleges, and a vast majority in adult continuing education and non-degree programs (such as English as a Second Language Programs-ESL). The Chicago Reporter documented that for 1973, 5,865 Hispanic students were enrolled in colleges in the Chicago metropolitan area; while for 1982 they observed an enrollment of 15,304 Hispanic students.[37] As we will observe later in the discussion on the second chapter of this study, although Hispanic participation has increased in the last ten years, the gains in this area have been minimized and counteracted by an alarming drop-out rate. Casuso suggests that:

> Many are academically unprepared for college; others are forced out by economic pressures. And all Hispanic students must contend with the psychological strain of being minorities in a frequently intimidating, predominantly white environment, where there are few role models for Hispanic success.[38]

---

[36] Jerome Karabel, "Community Colleges and Social Stratification," Harvard Educational Review 42:4 (November, 1972), 556.

[37] Jorge Casuso, "Dropout Rate Mars Hispanic College Gains," The Chicago Reporter 13:4 (April, 1984), p. 1.

[38] Ibid., p. 1.

Although the American society affirms a belief in meritocratic values, where each individual is supposed to obtain what he has legitimately earned, there is still considerable resistance to an actual democratic and equitable system of distribution of educational and occupational opportunities. There has to be a plan in the entire educational system when more than three-fourths of Hispanic students never finish high school. Minority students are aware of the lack of real opportunities in society. Failure in school as well as in society has been a continuous outcome for many of them. Real chances and challenges are seen as a "reserved territory," where even talented minority students tend to question why the avenues to success are so few and narrow and why the pathway has to be safeguarded and difficult. Minority students, low achievers as well as high achievers, constantly fear that their efforts will be disregarded and that credentials will be raised before they can obtain the fruits of their labor.[39] Minority students recognize that education could be utilized as a necessary tool for social mobility, but it is also obvious to them that they have not and will not receive the "type" and "quality" of education which will allow them to qualify for a better social and occupational status in society.

In the United States, education, occupational status and self-esteem, go hand-in-hand. The individual's perception of himself is intrinsically related to how much money he has, what level of

---

[39] F. Brown and M. Stent, op.cit., pp. 16-20.

education he has achieved and what he does for a living. However, when dealing with minority students, these socio-educational-occupational factors tend to be absent, creating negative perceptions of the "self", since few "high" outcomes are present to show any difference. In America, the only values that are important for survival are those which are attached to economic returns.

Self-esteem is a learned construct, which points out how an individual perceives himself in reference to the rating given by society. Self-esteem is not only a concept that is learned at the individual level, but rather is essentially affected by the perceptions held by one's status group. The particular association of an individual with a racial/ethnic and/or socioeconomic status group tend to have crucial ramifications on how he perceives himself and his chances for social mobility. DuBois[40] said:

> This double-consciousness, this sense of always looking at one's self through the eye of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,--an American, a Negro; two souls, two thoughts, two unreconciled strivings, two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.[41]

Especially now with the great influence of the mass media and communications, education and society provide images on how a successful person should look; although in the majority of the cases, the successful person is not exemplified by a Hispanic or a Black

---

[40] Wilbert E.B. DuBois, The Soul of Black Folks (New York: New American Library, 1969), p. 45.

[41] Ibid.

individual. Frequently, images do not reflect factual information, but, nevertheless, exert a great influence in the minds of individuals. Minority people do not have any control over the images being portrayed on the media, although they are deeply affected by them. Expectations of achievement or lack of it are projected through images and tend to mold the lives of millions of people.[42]

For Hispanics, the length of exposure to American culture, as well as the intensity of that exposure, (referring to the fact that children tend to be more sensitive to the influence and impact of a different culture) represent crucial issues in the development of a healthy self-esteem and self-concept. Another important variable regarding the self-esteem of Hispanics, within the context of the United States society, is represented by their level of commitment and participation in their new society's affairs. Therefore, if a Hispanic individual perceives the United States as his final destination point, his self-esteem would be greatly affected by the developments of his ethnic group in this society. Learning the language (in this case English), as well as the culture and traditions of his foster homeland, become necessary tools of survival in the new environment. The individual appreciation of himself and his contributions to his foster homeland would be influenced by the perceptions held in the United States of his particular ethnic group.

---

[42] Jawanza Kunjufu, Developing Positive Self-Images and Discipline in Black Children (Chicago, Illinois: African-American Images, 1984), pp. 22-26. See also in relation to this topic J. Fred MacDonald, Blacks and White TV: Afro-Americans in Television Since 1948 (Chicago: Nelson-Hall Publishers, 1983).

Although the age of the individual is important in his self-identification, how individual values himself and how much impact the environment exercises upon him could also influence his self-esteem. In the case of Hispanic children, the dominant/majority group's perception of the value of his ethnic group and its contributions, tend to be detrimental to his ethnic identification and self-esteem. It has been documented, by Ramirez, that since Hispanic children are significantly more "field-dependent" than Anglo children, they express confidence in their ability and judgement when these are supported by people whom they considered authority figures.[43] The Illinois Advisory Committee states:

> This difference in cognitive style has many implications for how a student functions:
>
> Field-dependents do better on verbal tasks of intelligence tests, learn better when the material has human content and is characterized by fantasy and humor, perform better when authority figures express confidence in their ability; and, conversely, their performance is depressed when authority figures express doubt about them.
>
> Field-independents do better on visual-motor tasks (i.e. putting parts together to make a whole or extracting parts from a whole), on intelligence tests; learn better when material is abstract, impersonal, and tied to reality. Their performance is not significantly affected by the opinions of authority figures.[44]

The self-esteem of Hispanic children does not escape this phenomenon and is not an exception to the rule stipulated above.

Alluding to the typology of Hispanic students that this

---

[43] Illinois State Advisory Committee to the U.S. Commission on Civil Rights, op.cit., p. 23.

[44] Ibid., p. 23.

researcher has developed, the levels of self-esteem are represented by a continuum from its highest point, which is represented by the professional Hispanic person who has recently arrived to the United States. The professional Hispanic individual has been influenced by his native society to believe that he possesses the necessary academic ability and possibilities to become a successful person. Therefore, his self-esteem is strong enough to deal with the problems that any new immigrant will experience in a new environment.[45] The second point on the continuum is represented by the Hispanic individual who has literally been "pushed-out" of his society. This individual has experienced alienation in his own environment, and he lacks the necessary academic preparation to survive in the new environment. His self-esteem will be threatened and challenged by the perceptions held by Americans of his ethnic group.[46] The continental-U.S. born is the third point on this continuum and represents an individual who is not even certain of his own ethnic identity. He has experienced "Hispanism" through labels superimposed by American society and through the experiences of his parents. He is in search of a better self-identification, and he desperately needs to feel that he is part of somebody/someplace. He needs to feel worthy, in spite of all his

---

[45] Manuel Maldonado-Denis, "La Gran Metropoli," Puerto Rico y Estados Unidos: Emigración y Colonialismo (Mexico: Siglo Veintiuno Editores, S.A., 1978), pp. 94-95.

[46] Samuel Betances, "Puerto Rican Youth: Race and the Search for Identity," The Rican, Journal of Contemporary Puerto Rican Though I:1 (Fall 1971), pp. 4-13; Eduardo Seda Bonilla, "¿Qué somos: puertorriqueños, neorriqueños o niuyorriqueños?", The Rican, Journal of Contemporary Puerto Rican Thought II:2 & 3 (1974), pp. 81-207.

own inner contradictions. His self-esteem tends to be low because he is the product of "premade" definitions, in terms of all the negativism of this society toward Hispanics.[47] The fourth and lowest point in terms of self-esteem is represented by the Hispanic individual who is the by-product of a cyclical migration between a Latin American/Caribbean country and the United States. This individual has not had the time and/or necessary emotional help to define himself in terms of one of the two societies where he has been raised. Almost all the experiences of this individual are the product of cultural and social demands superimposed upon him, probably when he was even too young to understand them. Feelings of rejection and not belonging have defined him.[48]

Three factors that can improve and prevent detrimental damage to the self-esteem of minority children and young adults are the family, understanding teachers and administrators and the immediate communities.

Limitations

Hispanic students are the focus of attention of this study, in terms of their aspirations as well as their self-esteem while they are participants of the experiences of higher education, in the setting of

---

[47] Rudolph Salmeron, Jr., op.cit.

[48] Frank Bonilla and Héctor Colón Jordan, "Puerto Rican Return Migration in the 70's," Centro Working Papers by Centro de Estudios Puertoriqueños, The City University of New York (New York, 1979).

an urban community college. Therefore, this study is not preoccupied with establishing comparisons between the occupational and educational aspirations of majority/white middle-class students and Hispanics, but rather with comparing Hispanic students who have been born and raised in Latin America or the Caribbean with Hispanic students with different levels of exposure to the culture of the United States. Although many people might consider the departure from the traditional research, where minority students are usually compared to majority students and where majority/white-middle class students are seen as the norm, as a limitation to this research it is the estimation of this researcher that the methodological approach utilized in this study substantiates and affirms the need for more research where intragroup similarities and differences among Hispanics can be exposed and documented.

Another limitation confronted by this researcher has been the lack of bibliographical resources dealing with Hispanic students in higher education. It has been an arduous endeavor to compile possible research material dealing with Hispanics, especially their occupational/educational aspirations and self-esteem. However, at this point, more research is being conducted by Hispanic intellectuals about their experiences in different areas. There is a need for a Hispanic educational resource information center which will compile, organize, and disseminate material pertaining to Hispanics in different spheres: business, education, politics/government, etc. A parallel limitation pertains to the lack of resources and information dealing with the reality of other Hispanic subgroups in the United

States such as Colombians, Venezuelans, etc., since they are usually lumped together under the label "Other Hispanics" and the researchers, if dealing with them, have to extrapolate and thus make possibly invalid generalizations. These other Hispanic subgroups should be studied from a closer perspective, since in many cases their socioeconomic and educational realities tend to be diametrically opposed to the ones experienced by Puerto Ricans and Mexican-Americans in the context of the United States.

In addition to the lack of adequate resources, there is a tremendous need to create and translate into Spanish attitudinal and other research instruments such as those which measure occupational and educational aspirations as well as instruments dealing with individuals self-image and self-concept. The researcher spent a considerable amount of time trying to locate suitable instruments in the Spanish language. In Appendix I, the researcher has included a letter sent to her by Dr. David O. Hansen, Associate Chairman of the Departmen of Agricultural Economics and Rural Sociology from Ohio State University, specifying the fact that he could not find any copies of the Occupational Aspiration Scale (OAS) in the Spanish language, the instrument used to measure occupational aspirations in this research. However, Dr. Hansen who has worked extensively with the OAS sent this researcher a copy of the instrument in Portuguese, which has been administered in Brazil. The researcher used the Portuguese translation to make her own translation to the Spanish language. The Spanish translation of the OAS was revised by a group of bilingual/bicultural experts in the area of higher education. In

Appendix II, the researcher has included a copy in Portuguese of the OAS.

Although this researcher has tried to minimize many of the limiting factors pertaining to this study, she hopes that the procedure as well as the in-depth documentation of the experiences of Hispanics in higher education, and especially in the setting of a community college, will help other investigators to expand and proceed with further research in this area.

Hypotheses

To guide this investigation thirteen hypotheses were formulated related to the occupational aspirations of Hispanic students and five hypotheses dealing with their self-esteem.

Research hypotheses pertaining to the occupational aspirations of Hispanic students are as follows:

Research hypothesis number 1 is:

There will be no significant differences in terms of occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

Research hypothesis number 2 is:

There will be no significant differences between male and female Hispanic students in terms of their occupational aspirations.

Research hypothesis number 3 is:

There will be no significant differences in terms of the occupational aspirations of male and female Hispanic students with different levels of exposure to the United States society (as measured

by their number of years in the United States).

Research hypothesis number 4 is:

There will be no significant differences in the occupational aspirations of Hispanic students who are from different socioeconomic backgrounds.

Research hypothesis number 5 is:

There will be no significant differences in the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and who are from different socioeconomic backgrounds.

Research hypothesis number 6 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students and their ethnic identification.

Research hypothesis number 7 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and their ethnic identification.

Research hypothesis number 8 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the place where they were raised.

Research hypothesis number 9 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of

exposure to the United States society (as measured by their number of years in the United States) and the place where they were raised.

Research hypothesis number 10 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the importance they attribute to college.

Research hypothesis number 11 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the importance they attribute to college.

Research hypothesis number 12 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the language spoken in public.

Research hypothesis number 13 is:

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the language spoken in public.

Research hypotheses pertaining to the self-esteem of Hispanic students are as follows:

Research hypothesis number 1 is:

Is there a relationship between the self-esteem scores of Hispanic students and their different levels of exposure to the United

States society (as measured by their number of years in the United States)?

Research hypothesis number 2 is:

Is there a relationship between the self-esteem scores of Hispanic students who are from different socioeconomic backgrounds?

Research hypothesis number 3 is:

Is there a relationship between the self-esteem scores of male and female Hispanic students?

Research hypothesis number 4 is:

Is there a relationship in the self-esteem scores of Hispanic students and their ethnic identification?

Research hypothesis number 5 is:

Is there a relationship in the self-esteem scores of Hispanic students and the language spoken in public?

Summary

Chapter I provides an overview of the problem, purposes, definitions, limitations encountered while executing the research, as well as the hypotheses of this study. This study has been designed to acquire a better understanding of Hispanic students within the context of an urban community college. The researcher has used two methodological approaches to acquire the information: first, documentary research has been conducted to obtain historical evidence of the accomplishments of Hispanics in higher education as well as first hand information on how students perceive their immediate and new environment. Secondly, the researcher has also used the survey method and applied quantitative analysis to obtain information

pertaining to the self-esteem and occupational aspirations of Hispanic students who are enrolled in an urban community college and who have been exposed at different levels to American society and culture. The researcher has grouped Hispanic students according to the number of years in the United States, since she perceives that "level" of exposure to American custom and traditions can help assess the sources of interaction and how these interactions within a different culture can affect or produce changes or adjustments in individuals.

In discussing the theoretical framework of this study, the researcher has highlighted how important education has become in the selection and preparation of individuals to assume future roles. Although the American society affirms a belief in meritocratic values, where each individual is supposed to obtain what he has legitimately earned, there is still considerable resistance to an actual democratic and equitable system of distribution of educational and occupational opportunities. Today with the proliferation of institutions of higher education, the question of accessibility of educational opportunities is directed toward the "quality" of education received by minority individuals. Therefore, proliferation of institutions of higher education has brought with it the issue of hierarchization of institutions of higher learning and its effect upon minority students.

Chapter II will include a review of the selected bibliographical resources and research relative to the Hispanic students in higher education, their accomplishments, limitations and future trends.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

There are limited literature sources dealing with the Hispanic as a multi-ethnic and social group in the United States, especially concerning issues such as participation of Hispanics in the educational arena; problems confronted by Hispanic children in the American educational system, and future-national projections of Hispanic participation in the educational context. Although in the decade of the 1980's, the author perceives an increase in the number and quality of research studies dealing with Hispanics. This phenomenon may be due to a new interest in the study of Hispanics in the context of the United States, since this group has become one of the largest minority groups in the nation. Now, more than ever, Hispanic scholars are showing a special interest in the study and the solution of their particular problems.

The following literature review presents some of the research findings dealing with the Hispanic participation in higher education at the national and local levels. It also offers research findings related to the self-esteem of Hispanics and to their educational and occupational aspirations in the United States.

Overall Status of Hispanics in Higher Education: A National Perspective

The data compiled and analyzed by Brown, et al,[1] as well as the work done by Brown and Stent,[2] represents invaluable sources of information, since both books offer an overall picture of the educational problems and achievements of Hispanics in the United States.

Hispanics have been severely underrepresented in institutions of higher education in the United States. One of the factors is the low percentage of Hispanics who graduate every year from high schools. According to the information provided by Brown, et al, Hispanics aged 14 to 19 were twice as likely not to have completed high school as whites in the comparable age bracket.[3] From 1972 through 1978, the attrition rate for whites remained constant at about 8 percent; however, for Hispanics it varied between 15 and 19 percent. A crucial factor emphasized by Brown, et al is that the percent of noncompleters in terms of high school education increases steadily with age, especially between the ages of 16 (the last year of compulsory education) and 18 years.[4] About 40 percent of the Hispanic

---

[1] George Brown, et al, The Conditions of Education for Hispanic Americans (California: LULAC National Education Service Centers, Inc., 1979.

[2] Frank Brown and Madelon D. Stent, Minorities in U.S. Institutions of Higher Education (New York: Praeger Publishers, Inc. - Praeger Special Studies in U.S. Economics, Social and Political Issues, 1977).

[3] G. Brown, et al., op.cit., p. 36.

[4] Ibid., pp. 36 and 97.

population between the ages of 18 and 24 has left high school without receiving a diploma compared with about 14 percent of the white population.[5]

Other factors associated with the high school attrition rate for Hispanics are place of birth, language background other than English, socioeconomic background of the family, and place of residence (city vs. suburban areas).

In 1973, Lucas' report[6] represents a clear departure from the perspective where the blame for dropping out was put on the "pupil" himself. Lucas defines a "dropout" as an individual who has been "pushed-out" from the educational system; a system that is in real contradiction with the cultural as well as the value system that the student is bringing with him. Lucas states:

> ...the Puerto Rican student in Chicago is burdened with a major crisis in self-identity, that makes staying in school increasingly hard.... This newly acquired consciousness of societal rejection into a minority, clashes violently with accepted Puerto Rican values of self-respect and personal dignity.... This is arrived at through a decrease in aspirations for the future, and in a sense of defiance.[7]

Lucas reported a cumulative dropout rate of 71.2 percent among the Puerto Rican students in the public schools of Chicago. Of these, 58.7 percent dropped out while in high school (mostly during the first

---

[5]Ibid., p. 6.

[6]Isidro Lucas, Puerto Rican Dropouts in Chicago: Numbers and Motivations (New York, 1973).

[7]Ibid., pp. 14-15.

two years) and 12.5 percent before entering high school.[8]

As mentioned before, Hispanics in the continental United States are underrepresented in institutions of higher education. Although in the last several years, there has been an increase in the participation of Hispanics in the arena of postsecondary education, this has been primarily limited to two year colleges.[9] Brown and Stent comment on this phenomenon:

> We find that only 23.4% of these students are enrolled in universities, compared to 34.7% for the United States as a whole, in four-year colleges, 55% compared to 76.8%, and in two-year colleges 45% compared only 23.5%.[10]

Junior colleges play a major role in higher education for Hispanics. In 1978 more than half of all Hispanic full-time freshmen and sophomores were attending two-year colleges. California accounted for over a third of these Hispanic students.[11] Researchers in the area of minority participation in the context of higher education,

---

[8]Ibid., p. 7. For an update account see Chapter I of this study - referring to article by Charles Kyle.

[9]F. Brown and M. Stent, op.cit., pp. 16-18.

[10]Ibid., p. 55.

[11]The National Hispanic Center for Advanced Studies and Policy Analysis, The State of Hispanic America (California: Babel, Inc., 1981), p. 23.

Brown and Stent,[12] Brown, et al,[13] Ogbu[14] and Karabel,[15] are critical of the phenomenon of Hispanic concentration and overrepresentation in less prestigious institutions: community colleges and four-year colleges. Although some minority faculty and personnel are trying to make community colleges sensitive to the needs of ethnic minorities, there are still some scholars like Brown and Stent that perceive that these less prestigious institutions of higher education are part of a "cooling process" for minorities in their search for an increased representation in higher education, which in turn insures a limited output.[16]

Brown and Stent refer to the limited value granted to an associate degree, especially if this degree has originated in an institution that has been rated and labeled as "second-class". In addition, many minority students are constantly tracked into vocational and non-baccalaureate oriented programs with a limited transferability basis to four-year institutions. Both authors state that:

---

[12] F. Brown and M. Stent, op.cit.

[13] G. Brown, et al, op.cit.

[14] John U. Ogbu, Minority Education and Caste: The American System in Cross-Cultural Perspective (New York: Academic Press, 1978).

[15] Jerome Karabel, "Community Colleges and Social Stratification," Harvard Educational Review 42:4 (November 1972), pp. 521-562.

[16] F. Brown and M. Stent, op.cit., p. 154.

> The question of whether American minorities--those who are black and brown--will find that their degrees are of no value and that they are still potentially powerless, should be of first-order priority in higher education.[17]

Many minority students, especially Spanish-speaking students, experience a "holding pattern" - they are kept for an unlimited time in English as a second language program (ESL), and are institutionally excluded from regular/baccalaureate oriented courses until their proficiency in the English language is certified by a series of instructors in those programs.[18]

Another area of concern when considering Hispanic participation in postsecondary education is the high attrition rate among minority students. Brown and Stent state that:

> Thus, we refer to 'the inflation spiral' in higher education: that is, minorities have increased their numbers on campus but their relative graduation rate from college has remained constant.[19]

The National Center for Education Statistics found that in 1980, 35 percent of Hispanic high school seniors nationwide went on to college that year, compared with 51 percent of white seniors and 44 percent of blacks. However, further statistical data updated by the same organization indicates that in 1980, 18 percent of Hispanics nationwide dropped out of college in their second year, compared with 13.6 percent of all college sophomores. It is believed that more

---

[17] Ibid., p. 150.

[18] Maximino Torres, "An Attempt to Provide Higher Educational Opportunity to Hispanics: The Evolution of Proyecto Pa'Lante at Northeastern Illinois University--1971-1976," Ed.D. Dissertation, Loyola University of Chicago (1983).

[19] F. Brown and M. Stent, op.cit., p. 154.

Hispanics dropout in their first year of college.[20]

In higher education, some of the problems associated with the high attrition rate among Hispanics are lack of adequate academic preparation from elementary and high school; lack of special assistance programs intended to alleviate the traumatic transition - referring to the academic and environmental adjustments experienced especially by minority students in higher education; economic pressures on the family; and lack of counseling services and staff that can serve as role models to minority students.[21]

A majority of Hispanic students entering institutions of postsecondary education lack the necessary academic preparation to survive and compete in those institutions. In 1983 a study was conducted by the Hispanic Alliance in Chicago, Illinois, where 777 Hispanic seniors were interviewed at fourteen public and private high schools. It was found that more than half of those students lacked one or more of the subjects necessary for college admission, usually mathematics and/or science courses.[22]

Higher education requires skill in deductive reasoning as well as certain previous exposure to problem solving situations. Many Hispanic students through their exposure to an inferior high school education do not meet many of the criteria needed to compete in higher

---

[20]Jorge Casuso, "Dropout Rate Mars Hispanic College Gains," The Chicago Reporter 13:4 (April 1984), 2-3.

[21]Maximino Torres, op.cit., pp. 60-111.

[22]Casuso, op.cit., p. 2.

education. Burns, et al[23] point out the underrepresentation of Hispanics and other minorities in technical fields such as math, physics, computer science, and engineering. They indicated that in an educational research study conducted by a group of investigators concerned about the enrollment of Hispanics in technical fields, Hispanic students tended to score significantly below the nonminority group on language proficiency tests, as in tests measuring basic algebraic skills. These two deficiencies compound the difficulties the Hispanic student tends to have on more advanced tasks, such as algebra word problem solving and translations of verbal statements to algebraic equations. They also discovered that a consistently strong positive correlation was found between the performance on Math tasks and language proficiency measures among Hispanic students. Therefore, it was concluded that due to either language deficiencies or a lack of practice solving technical problems, or to both, Hispanic college students in technical fields have not yet crossed a "technical linguistic threshold". By this term they meant that Hispanic students have not yet crossed a point beyond which the students feel comfortable reading and solving technical problems.[24]

The above mentioned conclusions represent the testing of only 60 Hispanic students and 73 monolingual-English speaking technical students, therefore further investigation must be conducted to secure

---

[23]Maureen Burns, et al, "The Current Status of Hispanic Technical Professionals: How Can We Improve Recruitment and Retention," Integrateducation 20 (1982), pp. 1-2.

[24]Ibid., p. 50.

the validity and reliability of these results.

Since many Hispanic students lack the necessary preparation to survive in college, special assistance programs become a necessity for their retention in institutions of higher learning. The present study will attempt to clarify the fact that the Hispanic students most in need for these services are "first generation" Hispanics in higher education, meaning that they are the first in their families to attend and/or graduate from college. This fact tends to be coupled with a low or middle-low socioeconomic status.

The admission and retention of minority students in college is one of the perceived challenges of the decade of the 1980's. Special assistance programs and developmental college programs intended to help the unprepared but still talented student in areas such as academic skills, tutorial and remedial help in specific academic areas, adjustment to college life and counseling services are needed. These programs in theory, can make a real difference for many students between staying and graduating from college and dropping out before completing a college program.

Monroe[25] explains that by 1960, community colleges throughout the nation confronted a serious problem - more than 25 percent of the entering freshmen were experiencing difficulties in their transfer level courses. Higher education was going through a social shift from a traditional curriculum for only 10 percent of the population, and

---

[25]Charles R. Monroe, Profile of the Community College (San Francisco, California: The Jossey Bass Series in Higher Education: Jossey-Bass, Inc., 1977).

responding to the needs of the members of the upper class who had similar interests as well as similar academic preparation, to the expansion of the opportunities to receive a college education to the members of the working class and the poor.

Monroe states:

> In general, the students who were coming to community colleges in large numbers and who were unable to make a successful record belonged to families whose children in former generations did not go to college, namely the lower working-class and farm families who were close to the poverty standard of living.[26]

Therefore, institutions of higher learning confronted a real challenge: making higher education accessible to the people in the lower stratum of society and therefore providing the potential for eventual upward social mobility. Since 1960, special assistance programs have increased throughout the country, ostensibly to help disadvantaged students obtain as well as to improve their academic skills. Monroe summarizes the social, economic and psychological characteristics of disadvantaged students: (a) socially and economically the disadvantaged come from families who belong to the lower middle class and working class, who work at semiskilled and unskilled jobs, and who live near the poverty line of an annual family income of six thousand dollars or less (in the decade of the 1960's); (b) the disadvantaged student is poorly motivated, and often where motivation exists it tends to be unrealistic. The disadvantaged students tend to have low self-confidence - "Too often these students feel that they are whipped before they start, and so they express a

---

[26] Ibid., p. 104.

'well what's the use' attitude toward college and life in general"; (c) many of the disadvantaged students have severe language handicaps. Monroe states that this is true of Spanish-American, Puerto Rican, and Black students. The disadvantaged students lack the training to read and to comprehend what is read; and, (d) Monroe also notes as another characteristic of the disadvantaged students - their "inability" to use abstract and deductive reasoning effectively.[27]

The researcher perceives that minority students see reality from another perspective and, as she has mentioned in the first chapter, the cognitive and learning style of minority children, due to different cultural as well as experiential circumstances, tends to be diametrically different from Anglo-middle class children. To write about the inability of minority children in the learning area, we must ask the question - "who is defining learning in our society?" and how applicable are these skills (that are learned in school) to the milieu of the minority student? To write about "inabilities" is to write about lack of innate abilities and also to refer to a process that will never be able to take place. The researcher believes that the real issue resides in the lack of training and exposure to essential skills for a middle-class milieu, that is well represented by higher education, and not to abilities. Minority students have been subjected to a "miseducation" and, therefore, deprived of the essential training and skills so important to survive in the "majority" society. Participation at any level requires training, and

---

[27] Ibid., p. 108.

to isolate a group of people from the essential training needed for real participation in society is to isolate them from the benefits of that society. The researcher agrees that the disadvantaged student shows many of the characteristics that Monroe has indicated in his definition, but these are not only ascribed to Spanish-Americans and Blacks but also to whites from low socioeconomic statuses. These characteristics should be seen as "indicators" of who really needs help to survive in higher education, and not as a tool of exclusion.

In addition, Monroe shows his lack of understanding of Spanish-American people when in his classification, he excluded and isolated Puerto Ricans from the Spanish-American category of people. If the label Spanish-American is to be used Puerto Rican should be included since they are part of that language/national reality.

Trio Programs are special services that are federally funded and designed to address the retention problems in higher education. Rivera[28] deals with the Trio Programs in the State of Illinois. He perceives that the impact or effectiveness of Special Services programs in Illinois, in relation to the retention of Latino students, has been minimal. According to Rivera, the Latino enrollment for Fall 1981 accounted for 4.4 percent or 30,408 students in Illinois colleges and universities. He states that although 661 Latinos were served by special services in Illinois which represented 10.58 percent of the total population served by Special Services in Illinois, this figure

---

[28]Roberto Rivera, "Selected Topics on Latino access to Illinois Colleges and Universities," Integrateducation 20:3-5 (May-October 1982), pp. 101-105.

only represents 2.17 percent of the total Latino enrollment for the State. Rivera questions the priorities established for such programs within the State of Illinois. He indicates that the major allocation of money is going to areas that are clearly underrepresented by Latinos: only 28.92 percent of the students served by these programs are within the boundaries of the City of Chicago, as opposed to 71.08 percent of students outside the Chicago area.[29] This fact tends to represent a tragedy for the Latino population in Illinois colleges and universities, since observing the Latino enrollment in the top nine Illinois universities with the highest percentage of Latino enrollment for the Fall 1981,[30] it is calculated that among the six institutions within the boundaries of the City of Chicago, Latino enrollment represented three-fourths (4,082 Latino students) of all Latino enrollment in the nine institutions. However, only 28.92 of the students within th Chicago area received help from Special Services. Although only one-fourth or 1,110 Latino students were enrolled for the Fall 1981, in the other three institutions which ranked top in Latino enrollment in the State of Illinois and which were located outside the boundaries of the Chicago area. Seventy-one percent ofthe students being served by Special Services were outside the boundaries of the Chicago area, which implies less accessibility of federally funded money to Latino students, since a greater majority of them were

---

[29] Ibid., p. 103.

[30] Illinois Board of Higher Education - "Race or National Origin of Degree Credit Students Enrolled in Illinois Colleges and Universities by Type of Institution," Tables 10-11 (Illinois, Fall 1981).

enrolled in colleges and universities within the boundaries of the Chicago area.

Another aspect of Latino underrepresentation in Special Services programs is indicated by the lack of Latino staff employed by these programs. Throughout the State of Illinois, fewer than five Latinos are employed by Special Services programs. Rivera states:

> Another aspect of Latino under access to Special Services is the fact that staffing patterns in these programs reflect the general lack of sensitivity toward the Hispanic community by higher educational institutions and Special Services programs in particular.[31]

Rivera uses Northern Illinois University's Special Services program as an example of the inefficiency of those programs with the Latino community. Northern Illinois University has the largest Special Services program in the entire State of Illinois and in the period of thirteen years has only graduated fifty Latino students.[32]

According to the data provided by the Bureau of the Census, Hispanics in the continental United States are one of the groups more adversely affected by the economic depression. In general, Hispanics are younger, less educated, and poorer than the total United States population.[33] In March 1978, the median income for all Hispanic families was $11,400 compared with $16,300 for non-Hispanic families.[34]

---

[31] Ibid.

[32] Ibid., p. 104.

[33] Karl Wagenheim, "The Latest Census Survey of Hispanics in the United States," Metas 1 (Fall 1979), pp. 76-80.

[34] Ibid., p. 76.

As of March 1983, 916,000 families of Spanish origin were below the poverty level and this represents 27.2 percent of all families of that particular ethnic background.[35]

There are significant differences in the socioeconomic status of the various Hispanic groups. There are Hispanic groups that have been least affected by depressed economic conditions to Hispanic groups that have been more greatly affected by the economic conditions in this country. Cubans, Central and South Americans represent the highest point in this spectrum, or the Hispanic groups that have been least affected by poverty. In the sphere of family income, for the year 1980, 13.2 percent of Cuban and other Hispanic families were below the poverty level, in contrast to 18.1 percent of the Mexican families and 37.9 percent of Puerto Rican families.[36] In this respect Wagenheim states: "... we find that there has been a critical deterioration of the socioeconomic condition of Puerto Ricans, in comparison with the general U.S. population, and with other Hispanic groups."[37]

During 1980, in the educational sphere, 61.3 percent of Cubans, Central and South American males had completed four years of high school or more in contrast with 40.7 and 40.3 percent of Mexicans and

---

[35]U.S. Dept. of Commerce, Bureau of the Census - National Data Book and Guide to Sources - Statistical Abstract of the United States, 1984, 104th Edition (Washington, D.C.: 1983), p. 476.

[36]U.S. Dept. of Commerce, Bureau of the Census - National Data Book and Guide to Sources - Statistical Abstract of the United States, 1980 (Washington, D.C.: 1979), p. 36.

[37]Wagenheim, op.cit., p. 77.

Puerto Ricans, respectively. For male Cubans and other Hispanics,[38] 17.4 percent of them had completed four or more years of college in comparison to 6.6 percent of Mexican males and 6.9 percent of Puerto Rican males. In the case of females of Cuban or other Hispanic origin, 57.4 percent had completed four years of high school or more, in contrast to 38.4 percent of females of Mexican origin and 36.8 percent of Puerto Rican females. A marked difference is also observed between the females in the Hispanic groups in terms of their attainments in the sphere of higher education: 11.7 percent of Cubans and other Hispanic women had completed four years of college or more and only 3.2 percent of the Mexican women and 5.5 percent of the Puerto Rican had completed similar number of years in college.[39]

It is expected a greater participation of Mexicans and Puerto Ricans, at all levels of education, since their members tend to be younger and their numerical representation is greater than Cubans, Central and South Americans. The data presented above has shown greater accomplishment of educational achievements by the latter groups of Hispanics (Cubans, Central and South Americans) although their numerical representation tend to be lower. The researcher has to remind the reader that many of the Cubans (with the exception of the last migration), Central, and South Americans have entered this country equipped with a better education, as well as family resources which have been well used by them to become part of the

---

[38] Referring to Central and South Americans.

[39] U.S. Dept. of Commerce, 1980, op.cit., p. 36.

American middle class (especially in the case of white Cubans, Central, and South Americans).

As we have been able to observe throughout this section, the economic situation of the Hispanics in this country, especially for Puerto Ricans and Mexicans, is far removed from the ideal situation in stimulating social and educational change.

Higher education represents a remote experience for minority students. One of the better ways to help the minority individual adjust to the new environment, "the university", is to make that experience as close as possible to things and people that he loves and knows. Sensitive and dedicated Hispanic faculty, staff and administrators can accomplish a great deal and become instrumental in the adjustment process of Hispanic students in institutions of higher learning.[40] However, up to now, the representation of Hispanics among faculty members, administrators, board-of-trustee members and counselors has been very limited in higher education. According to the Equal Employment Opportunity Commission (EEOC) for 1977, Hispanics comprised less than two percent of the full-time administrators, faculty, and other professionals in colleges and universities.[41] Brown, et al indicate that in a survey conducted in 1977 of college trustees among public two year colleges less than two percent of the trustees were Hispanics, and among private two-year colleges less than

---

[40] Torres, op.cit., pp. 60-111.

[41] G. Brown, et al, p. 203.

.03 percent were Hispanics.[42]

For the Hispanic college student, the institution is vividly represented by the Hispanic faculty, counselor or administrator, who helps him throughout his college experience. The Hispanic college student, as part of his cultural development and cognitive style, needs to establish rapport and to have interactions and interpersonal relationships which make him feel at home. The trust the student establishes in those individuals who represent the institution but who also represent his community - the Hispanic counselor, faculty member or administrator - is essential to the success of the Hispanic student in the college/university context. The lack of "bonafide" representatives of his community among faculty, administrators or counseling personnel can be considered one of the major problems influencing the retention and the successful graduation of Hispanics from institutions of higher learning. The Hispanic faculty member, administrator and/or counselor can help the student learn about the bureaucratic system, the nuances of the system and the "informal" ways to obtain easy access to information that is crucially needed for survival.

Hispanic students need to see successful Hispanic individuals in decision-making positions. Hispanic faculty, administrators and counselors represent role models for Hispanic students. The recruitment of Hispanic faculty and administrative personnel must respond to the academic needs of the students as well as representing

---

[42] Ibid., p. 121.

the largest Hispanic group within the institution. Betances synthesizes this point in a perfect way:

> In order to find 'qualified' faculty members avoid 'raiding' other institutions of higher learning. Find, and sponsor, often with the help of private enterprise, a promising candidate. In the case of Puerto Ricans, do not attempt to get a person from the Island, who may not really appreciate what it means to be a second generation Puerto Rican in the United States; nor a Mexican from Mexico who may even be antagonistic to Chicanos. By all means be aware that Cubans, who may have good academic credentials may not appreciate what it means to be Puerto Rican or Chicano. It is better in the long run to get a more youthful less experienced person than a credentialed older person who antagonizes the Puerto Ricans or Chicanos who are in desperate need of proper educational experience and training.[43]

Therefore, the recruitment of Hispanic faculty, administrators and counselors has to follow certain guidelines: (a) the person must be Hispanic; (b) the Hispanic ethnic background of the person to be hired should be the same or as close as possible as the major Hispanic group on campus. For example, if the major Hispanic group on campus is Mexican-American, the faculty, counselor or administrator should reflect this fact; (c) the Hispanic faculty member, counselor or administrator should represent his/her constituency - "the students", and (d) the Hispanic person must speak both languages - English and Spanish. When the researcher refers to a "bonafide" Hispanic faculty, counselor or administrator, she refers to a person who has in mind the improvement and success of Hispanic students on campus. In many situations, the administration at large tends to recruit a Hispanic individual who tends to satisfy the academic credentials required by

---

[43] Samuel Betances, "Puerto Ricans and Mexican Americans in Higher Education," The Rican Journal 1:4 (May 1974), 34-35.

the institution, but who is, however, reluctant to accept any type of association with the Hispanic students on campus. This type of individual will have a very limited impact on the retention and successful graduation of Hispanic students. The only element that identifies that qualified Hispanic individual with the Hispanic students on campus is his Spanish surname - "Hernandez" or "Martinez". This type of Hispanic faculty member will represent a double jeopardy to his Hispanic constituency on campus, one because he is not in practice representing his group and is not positively working to enhance the position and image of Hispanic students or personnel on campus. Secondly, theoretically and in name, he is occupying the position of a Hispanic and making decisions for the group without the input from the Hispanic group on campus.

Counselors have a key role in higher education: they clarify the policies of the institution to different constituencies, to other faculty members and students; they participate in different institutional committees; they serve as a liason between students, faculty, and administrators and even with the outside communities; they serve as consultants in the area of student development, they also make referrals of students to other institutions and services, and, in addition, they are teachers and coaches in developmental-survival skills for college. Therefore, counselors play an important role in the retention of Hispanic students. Betances states:

> Counseling, whether personal or academic, must not be underestimated when it comes to the Latino. The bilingual-bicultural counselor can provide more support and be more sensitive to the needs of the Latino, who is usually at a disadvantage when he enters the middle class university setting. It is important

> that this need of the Latino be dealt with in its proper perspective.[44]

Counselors are perceived as expendable personnel in institutions of higher learning. They represent the faculty group who do not produce direct tuition dollars for the institutions. Counselors usually do not teach courses, and if they do so, they are tuition free courses or seminars of a developmental nature. Since Hispanics have been one of the latest groups to penetrate the system of higher education, as students and professionals, their availability to student personnel services has been limited at both fronts: as receivers or consumers of student personnel services, as well as providers of those services. The system has not shown faith in the power of student personnel services in terms of the retention and graduation of students. Therefore, the hiring of minority counselors has become a double task, since not enough importance is attached to either this area or its practitioners or to minority students.

In systems such as the City Colleges of Chicago, that matriculate a large number of students, there are only hired a limited number of Hispanic counselors. Casuso states:

> Only two of the three Chicago City Colleges with the highest Hispanic enrollment offer Spanish-speaking counselors. At Truman College, one counselor served 1,014 Hispanic students in 1983; at Loop College, the ratio was one to 610. Richard J. Daley College, with 617 Hispanics, had no Spanish-speaking counselors.[45]

---

[44] Ibid., p. 35.

[45] Casuso, op.cit., p. 3.

It is imperative to remember that since Hispanics are the "new roomers" in higher education, and many counseling positions are tenure track positions that have been traditionally occupied by personnel representing the ethnic majority, the last ones to try to participate in this traditional system will be stopped by tenured professionals who have been holding the same position for fifteen or more years.

The issue of Hispanics in administrative, faculty, and counseling positions in higher education is closely related to the number of Hispanics in graduate schools in the nation. The underrepresentation of Hispanics in higher education is especially exemplified at the graduate level. Brown and Stent state that, "Graduate education in the United States is an area in which minorities will have to increase their numbers if they are to move into the top echelon of their professions."[46]

Both authors alluded to three factors which limit the participation of minorities in graduate programs: minorities are not encouraged to do graduate studies, minorities have fewer financial resources to pursue graduate studies, and a disproportionate number of minorities are found in the academic bottom half of their graduating class.[47]

Noboa-Rios affirms that Hispanics presently account for only two percent of the master's degrees awarded and a little more than one percent of the total number of annual doctoral recipients in the

---

[46] F. Brown and M. Stent, op.cit., p. 82.

[47] Ibid.

nation.[48] Between 1861 and 1974, Noboa-Rios estimated a total of 3,259 Hispanic doctorate recipients for the entire nation. Although, he argues that:

> Thus, if Hispanics were to be represented in the same proportion as they are in the general population, degrees awarded to Hispanics would have quadrupled at the master's level and the number of Ph.D. recipients would have to increase eightfold.[49]

Noboa-Rios stresses the high level of participation by immigrants coming from Puerto Rico and Latin America in graduate programs. This fact tends to represent a limiting element in the number of Hispanic doctorate recipients who have been born and reared in the continental United States and who will remain and work among Hispanics in the urban communities in the United States. Noboa-Rios states:

> The immigrant group, however, is highly represented in doctoral programs across the country. Under the rubric of 'Hispanic', 'Latino', or 'Spanish origin', they are more highly represented in higher education institutions. As a result, many affirmative action efforts for increasing Hispanic participation in doctoral enrollment are overly represented by immigrants, many of whom are not U.S. citizens. This renders affirmative action programs useless and a vehicle for much abuse.[50]

Therefore, the fact that graduate programs are accepting Hispanics, who are immigrants, and in many cases who do not have the need for special admission since they are qualified anyway, decreases the chances of urban minorities to participate in graduate education. These series of events creates a problem in terms of the availability of qualified Hispanic personnel to attend the needs of Hispanics in the continental United States, since many who are qualified return to

---

[48]Abdín Noboa-Rios, "An Analysis of Hispanic Doctoral Recipients from U.S. Universities (1900-1973) with Special Emphasis on Puerto Rican Doctorates," Metas 2:2 (Winter 1981-82), 18.

[49]Ibid., p. 18.

[50]Ibid., p. 92.

their native countries. Frequently affirmative action programs not only protect the qualified Hispanic, product of a middle class environment, but also the Anglo wives of Hispanic, who tend to use their husband's Hispanic surname to obtain easy access to the best programs and grants available.

Minority students have been deprived of an exposure to the areas of natural sciences and mathematics. Brown and Stent suggest this event as a limiting factor in the enrollment of minority students in areas such as engineering and pharmacy. Brown and Stent, quoting data provided by the National Research Council and the National Academy of Sciences, stated that from a total of 244,829 doctorates awarded in sciences and engineering between 1930 and 1972, 1,860 went to Blacks, 10,987 to Asian Americans, 1,412 to Hispanics, and 106 to Native Americans.[51] As we have observed, minority representation at the graduate level in the fields of natural sciences and engineering has been scarce, with the exception of the Asian Americans.

Brown and Stent provided the data for minority students who have earned a degree in engineering in 1974, among which Hispanics earned 636 bachelor's degrees, 186 master's degrees, and 20 doctoral degrees; Blacks earned 743 bachelor's degrees, 153 master's degrees and 12 doctoral degrees; Asian Americans earned 957 bachelors, 425 masters, and 106 doctoral degrees; and Native Americans have earned 32 bachelors, 4 masters, and no doctoral degrees.[52] For 1974, the total of engineering degrees granted were as follows: bachelor's degrees

---

[51] F. Brown and M. Stent, op.cit., p. 69.

[52] Ibid.

41,407; master's degrees 15,885, and doctoral degrees were 3,362.[53]

In the field of pharmacy, 18,000 students were enrolled for 1972, and among these students 659 were Blacks, 254 Hispanics, 672 Asian Americans, and 29 Native Americans.[54]

In this section of Chapter II, the researcher has given an overall review, using the available literature resources of the situation of Hispanics within the context of higher education. According to the documentation provided it has been observed that although Hispanics are slowly penetrating higher education, still there is a lot of limiting blocks that makes accessibility almost impossible to this group. In the next section, the researcher will provide some of the findings regarding the self-esteem of Hispanic students.

Findings in Terms of Self-Esteem and the Hispanic Community

The concept "self-esteem" has been widely used and has assumed a multiplicity of meanings. Wells and Marwell have summarized the difficulties:

> What we have tried to suggest (and document) is that for all its apparent simplicity, self-esteem is a deceptive difficult concept to work with, one which requires a much more careful and systematic approach than has generally been the case. It has often been badly used, sometimes by overapplication (trying to use the concept to explain everything in sight), sometimes because of poor operationalization (using measurement procedures which are unexplained, inconsistent, or implausible).[55]

---

[53] Ibid.

[54] Ibid., p. 78.

[55] L. Edward Wells and Gerald Marwell, Self-Esteem: Its Conceptualization and Measurement (Beverly Hills, California: Sage Publications, Inc., 1976), p.

The words "self-concept" and "self-esteem" have been occasionally used synonymously, and we will see this overlapping in part of our literature review. But in terms of this study both concepts will have their distinct meanings. Self-concept can be described as reflexive attitudes toward the self, which is usually considered to have three key aspects: (a) the cognitive (or the psychological content of the attitude), (b) the affective (a valuation is attached to this content, and (c) conative (behavioral reponses to the attitude object).[56] Wells and Marwell perceive self-esteem to be part of the affective behavior.

Coopersmith defines self-concept as a complex concept which is formed of diverse experiences and, thus, multidimensional with the different dimensions reflecting both the diversity of experience, attributes, capacity, and different emphasis in the process of abstraction.[57] Coopersmith perceives self-esteem as one of the dimensions of self-concept, which represents the evaluative attitude which the individual holds toward himself as an objective. Coopersmith states:

> The degree of self-esteem an individual actually expressed would thus reflect the extent to which his successes approached his aspirations in areas of performance that were personally valued, with his defenses acting to define and interpret what is 'truly' valued, the 'actual' level of aspiration, and what is regarded as 'successful'.[58]

---

[56] Ibid., p. 231.

[57] Stanley Coopersmith, The Antecedents of Self-Esteem (San Francisco: W.H. Freeman and Co., 1976), p. 21.

[58] Ibid., p. 242.

This study is using the Self-Esteem Scale designed by M. Rosenberg in which he defines the concept of "self-esteem" as positive or negative attitude toward a particular object - the "self".[59] Rosenberg polarizes self-attitudes in two different directions: one, the individual with high self-esteem, this is the person who considers himself selfworthy, and respects himself, who does not consider himself better than others, but definitely does not consider himself worse. The individual with high self-esteem does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve.[60] In the opposite direction, the low self-esteem person is the individual who lacks respect for himself. This person shows dislike for the image that represents his "self".[61]

In summary, for the purpose of this study, the self-concept can be viewed as the encompassing concept, which sums the overall view that the individual has of himself, and that reflects the diversity of experiences, attributes and capacity of that person.[62]

Self-esteem can be viewed as a dimension of the self-concept which relates to the attitude and evaluation that the individual makes and maintains of himself. This self-esteem sustained by the

---

[59]Morris Rosenberg, Society and the Adolescent Self-Image (Princeton, New Jersey: Princeton University Press, 1965), p. 30.

[60]Ibid., p. 31.

[61]Ibid.

[62]Coopersmith, op.cit., p. 21.

individual will have behavioral connotations as well as attitudes toward the self (positive or negative) which will enhance or diminish the behavior at all levels.

Self-Esteem and the Hispanic Student

The literature indicates an association between the self-esteem of Hispanics and their academic achievement, level of aspirations as well as overall desire for participation in the educational enterprise.[63]

As indicated in the introduction, one of the limitations of this study is the scarce number of studies dealing with the issue of adult self-esteem. Yates represents an exception to the rule since she has created a dynamic and unique study using adult self-esteem in relation to place of residence (urban or rural dwelling).[64] She states:

> Although research on adult self-esteem has been completed, most research in the area of self-esteem has been directed toward children and adolescents. Little has been firmly established in reference to specific areas of self-esteem within adult population.[65]

---

[63]Lilian Díaz-Cómas, Antonio L. Arroyo, and Juan Carols Lovelace, "Enriching Self-Concept Through a Puerto Rican Cultural Awareness Program," The Personnel and Guidance Journal 60 (January 1982), 306-308; Donald J. Frazier and Richard R. DeBlassie, "A Comparison of Self-Concept in Mexican American and Non-Mexican American Late Adolescents," Adolescence 17:66 (Summer 1982); Alice Peters-Pérez, "Self-Esteem as it Relates to Reading Facility and Bilingual Schooling of Puerto Rican Students," Ph.D. Dissertation, Loyola University of Chicago (1979); Walter Thiel, "The Impact of Minority Status on Self-Esteem and Cultural Values of Preadolescent Puerto Ricans," Ph.D. Dissertation, Loyola University of Chicago (1976).

[64]Phyllis Joan Yates, An Empirical Investigation of Adult Self-Concept and Its Underlying Psychological Constructs (Detroit, Michigan: Wayne State University, 1979).

[65]Ibid., p. 3.

Yates used a stratified proportion random sampling technique to select 726 subjects who were enrolled in Michigan Adult Basic Education programs (ABE) for the academic year of 1977-1978. The 726 subjects represented 25 percent of the state's 3,000 adult education student body. She used basic demographic variables such as age, sex, urban or rural residence and race as independent variables, and self-esteem scores as the dependent variable. Coopersmith Self-Esteem Inventory (Form C) was used to evaluate the self-esteem of the subjects.

Yates concludes that independent variables such as age and urban or rural residence did not establish a statistically significant difference on self-esteem scores. According to the study, sex as well as race have main effects in relation to self-esteem. However, Yates discovered a significant two-way interaction effect between race and sex on self-esteem scores, which would in turn, negate the sex and race main effect findings. Black males were found to score significantly higher than other race-sex combinations, except for male and female Latinos. Yates, as part of her recommendations, emphasizes the importance of studying the "interactive effects" of different variables in the analysis of self-esteem. She states:

> Since no individual is best described as separate main effects, but rather is realistically described by studying the interaction of variables, the analysis of interactions is a more valid method by which to evaluate the data.[66]

Yates also discourages the use of the more global term of

---

[66]Ibid., pp. 114-115.

"self-concept", since she feels that it is inherently vague for effective counseling services.

Another important investigation in the area of self-esteem was conducted by Thiel.[67] One of the unique features of Thiel's study was the selection and comparison of preadolescent Puerto Rican school children in an environment foreign to their own culture (urban-innercity United States) with preadolescent Puerto Rican school children in their own environment - Puerto Rico. In comparing Puerto Rican children who have been situated in different socio- cultural environments, this study represents a departure from the research tradition where minority children are compared to a "norm group" represented by Anglo children.

Thiel selected age, sex, socioeconomic status, length of stay in the innercity (U.S.), and dominant language spoken in the home as the independent variables, and self-esteem and cultural values as the dependent variables for the study.

He concluded that the total self-esteem of Puerto Rican children, aged 10 to 12, living on the Island was more positive than that of their peers in a continental, metropolitan, innercity environment. He states: "Although all Puerto Ricans are citizens of the United States by birth, psychologically and sociologically they are emigrants when they move from Puerto Rico to the mainland." [68]

Another important conclusion was established when urban vs. rural

---

[67] Thiel, op.cit.

[68] Ibid., p. 196.

dwelling was taking into account. The total self-esteem of Puerto Rican children living in rural Puerto Rico and those attending private schools in Puerto Rico, appeared to be more positive than those Puerto Rican children living either in innercity San Juan or in a continental, innercity setting in the United States.

According to Thiel, the total self-esteem of preadolescent, Puerto Rican children living in continental-innercity environment is negatively affected when children speak only Spanish. This result supported findings obtained by Peters-Perez,[69] where she concluded that culturally different children who could not communicate in English with their native-mainstreamed counterparts tended to have lower self-esteem than their peers who could communicate in English.

Another conclusion offered by Thiel which tends to contradict some previous findings obtained by Dworkin,[70] in which the length of time spent in the ghetto tended to be a decisive factor for self-esteem, is that the self-esteem of Puerto Rican children living in an innercity, continental setting is not related to the amount of time the subjects have lived in that setting. Thiel states:

> The writer would infer that this may result from the 'minority' status of Puerto Ricans--a status they themselves in many cases wish to retain as opposed to being assimilated into the 'melting pot'.[71]

---

[69] Peters-Pérez, op.cit.

[70] Anthony E. Dworkin, "Stereotypes and Self-Images Held by Native-Born and Foreign-Born Mexican Americans," in Chicanos: Social and Psychological Perspectives, edited by Nathaniel N. Wagner and Marsha J. Haug (St. Louis, 1971).

[71] Thiel, op.cit., p. 199.

However, Thiel indicates that the socioeconomic status of the Puerto Rican children contributed significantly to the measured self-esteem of the subjects as well as to their measured cultural values. The variable of age did not affect the self-esteem of the students.

In another study, Peters-Perez related self-esteem to the reading facility of bilingual Puerto Rican students living in an innercity environment. This study represents a unique and critical contribution to the area of self-esteem and the bilingual child in the context of United States society.[72] Peters-Pérez selected 270 bilingual students of Puerto Rican background attending three Chicago public schools. These students were ten to twelve years old, from the fourth through the sixth grades.

Peters-Pérez used four instruments in her study: an English/Spanish questionnaire, the Reading Test, the Prueba de Lectura, and Coopersmith's Self-Esteem Inventory (SEI). Self-esteem was the dependent variable of the study; sex and age were treated as covariates, and reading facility, the reading group factor as well as schooling in Puerto Rico and bilingual education experience, were treated as the independent variables.

Peters-Pérez concluded that the self-esteem of bilingual Puerto Rican students depends upon their reading facility in the dominant language (in this case English). If the student reads Spanish adequately but is inadequate in reading English, his self-esteem

---

[72] Peters-Pérez, op.cit.

appears to be less positive. The self-esteem of bilingual Puerto Rican students does not necessarily increase if they read both languages adequately - Spanish and English. The author explained that the language of the dominant culture appears to be a key factor in the development and maintenance of a healthy self-esteem. Bilingual Puerto Rican students who have studied on the Island do not necessarily possess a more positive self-esteem than their counterparts who have received their education in mainland schools. This participation result tends to contradict previous findings by Thiel.

A surprising finding of Peters-Pérez's study indicates that bilingual Puerto Rican students who have participated in a bilingual program appear to have a more negative self-esteem than those who have never received this type of instruction. The author suggests that many of the students who have participated in bilingual programs tend to be recent arrivals and could still be going through transitional difficulties, which might be producing lower self-esteem. However, she clearly stated that:

> These findings should not be construed to mean that bilingual education negatively affects the self-esteem of participating students. Rather, these findings show that students who need bilingual education may indeed also have a less positive self-esteem.[73]

Peters-Pérez emphasized the need for more research in the areas of bilingual education and the self-esteem of Puerto Rican students. She also stresses the need for bilingual teachers to facilitate the

---

[73] Ibid., p. 116.

academic success and to enhance their students' self-esteem by the mastery of reading skills in both languages - in this particular case Spanish and English.

Some literature deals with the stereotypes and self-images of the Hispanic groups in relation to their place of birth. Dworkin indicated that significantly more foreign-born Mexican American subjects, in his study held favorable stereotypes of Anglos and personal self-images than did native-born Mexican American subjects.[74] Dworkin explains that native-born Mexican Americans have perhaps developed their strongly negative stereotypes of Anglos in order to explain their relative superior self-image. Native-born Mexican American subjects tend to view themselves as inferior to the Anglo as a way to justify their own relatively inferior position within this society. Dworkin indicates that national origin, per se, is not the variable which accounts for the dichotomy between the foreign-born vs. the native-born Mexican. Dworkin specifies that the relative amount of time each subject has been exposed to Anglo discrimination and prejudice (measured in terms of length of ghetto residence) is a more accurate variable.

Coelho conducted a similar study to the one done by Peters-Perez; however, he used Mexican-American subjects.[75] Coelho used perceived self-concept, acceptance of self, ideal-self, self discrepancy and

---

[74]Dworkin, op.cit.

[75]Albano D. Coelho, "Self-Concept Dimensions and Linguistic Profiles of Urban Preadolescents of Mexican Descent," Ph.D. Dissertation, Loyola University of Chicago (1981).

language profiles of subjects as dependent variables, and sex, socioeconomic status, length of stay in the United States, student mobility, and language spoken at home as the independent variables of the study.

It was found that students with high language proficiency in Spanish, or in English, or in both languages do exhibit higher acceptance of themselves.[76] When all the independent variables were considered simultaneously, it was found that self- concept scores did not vary significantly with different levels of reading ability. Although when the relationship between self-concept and reading ability, either in Spanish, English, or in both languages was considered independently from other variables, those students with high reading ability demonstrated a more positive self-concept, self acceptance, as well as a higher ideal self. Coelho emphasizes that the introduction of a second language of instruction to children who still lack proficiency in their native language can be a counterproductive process.

Coelho also discovered that a bilingual/bicultural school environment can create a greater feeling of acceptance for the Spanish-speaking children and a greater feeling of self-worth.[77]

When considering the impact of sex on the self-concept dimensions, the female subjects in this study appeared to have more negative self-concepts than their male counterparts.

---

[76] Ibid., p. 135.

[77] Ibid., p. 145.

Although socioeconomic status of the subject is considered an important factor in the study of self-concept, for this study the variable of socioeconomic status was negligible. Coelho explains this result as "... perhaps due to the almost exclusive participation of students in the lower class range."[78]

Coelho finds an inverse correlation between length of time in the United States and the self-concept dimension. He states:

> In other words, the longer had been the stay of these students in this country, the less positive was their self-concept. Thus, it could be inferred that students recently arrived from their native country had a more positive self-concept than the ones who were residing longer in this country, and that there were decreasing gains in self-concept as children were enduring the acculturation processes.[79]

This conclusion supports the association established by Dworkin between negative self-images and less favorable stereotypes of Anglos, with increased time of residence in the United States for native-born Mexican-Americans.

Although proficiency of the student in the language of the country of residence tends to represent a key factor in terms of self-esteem and self-concept, in this study, the type of language spoken at home did not affect the student's level of personal esteem. Coelho explains this result pointing out the type of neighborhood where the students were residing, since in that particular social milieu, Spanish represented the dominant language.

---

[78] Ibid., p. 147.

[79] Ibid., pp. 147-148.

Fernández departs from the existing sociological work in the area of contextual effects.[80] In his study, he parallels the variables of ethnicity and ethnic group affiliation with the contextual effect of the school on students. He explains that:

> [Therefore], it seems reasonable to study whether this social context, the ethnic group, has an effect on the student's level of effort. Technically, this can be seen as an attempt at narrowing the reference group which the student uses for academic self-appraisals. It is an attempt at distinguishing the school context and its effects on student effort from the social context (ethnic group) and its effects.[81]

Fernández uses students academic effort (self-assessment of effort) as the main dependent variable, in conjunction with some other traditional dependent variables such as self-concept, educational plans, and occupational aspirations.

Fernández discovers that Chicano and Black students tend to overstate their level of effort and to some degree inflate their self-concept. The discrepancies between self-assessment of effort and effort-engagement behaviors (measurement of how hard the student is working) were larger for Chicano and Black students than for Whites and Asian Americans. Fernández finds the same ethnic pattern for the relationship between self-concept and level of academic achievement. The discrepancies are explained by taking into account the organizational insulation of ethnic groups within schools. Basically, Fernandez explains that the discrepancies between performance and

---

[80] Celestino Fernández, Ethnic Group Insulation, Self-Concept, Academic Standards, and the Failure of Evaluations (Palo Alto, California: R & E Research Association, Inc., 1979).

[81] Ibid., p. 19.

aspirations are due to the different standards for performance that are established for the different ethnic groups. That students' self-appraisals depend on relative standing, and that, primarily, students use others, in their school and in their ethnic group, as the normative and comparative reference group. Fernández further explains that:

> Therefore a Chicano or Black student who performs poorly may still come to believe that he is doing very well since he is performing as well as or slightly better than the other students in his comparative reference group. This individual's self-appraisal is further reinforced by other evaluators (e.g., teachers or other students) who believe that he is performing up to the standards for his school and ethnic group.[82]

Fernández argues that although praise and interpersonal warmth are desirable mechanisms for motivating students, these mechanisms have to be accompanied by demand and challenge for better academic standards and performance. If not, they could work against the students. Fernández also emphasizes that praise and warmth could be used and have been used as mechanisms of control.[83]

Chicano and Black students tend to believe more in the informal evaluation made by some teachers, rather than to objective examination of their work performance. This in turn tends to affect any further and possible improvement, keeping them at their current level of effort. This situation makes them the best candidates for low status occupations, due to the lack of academic skills and preparation for

---

[82] Ibid., p. 75.

[83] Ibid., p. 84.

the job market.

Fernández discovered that high ability schools foster high educational and occupational expectations through their college oriented curricula because their graduates matriculate and obtain degrees from prestigious colleges and universities, and later tend to occupy high level positions in society. However, these organizational factors also work to lower the aspirations of these students. High ability settings also produce negative effects on the educational and occupational plans of students. Since the standards of these institutions are higher, the students in these settings tend to under-assess their level of ability. Fernández states:

> The point is that the school context affects the student's evaluation of his academic self-concept. In both schools students come to hold misperceptions of their academic standing. Students in high ability schools tend to under-assess their level of ability and students in low achieving schools tend to over-assess their level of ability.[84]

The same socio-psychological processes are at work in regards to effort. Students assessment of their level of effort partly depends on the school context. The fact is that Hispanic and Black students tend to attend low ability/effort schools in greater proportion than white and Asian American students. Therefore, minority students are more likely to over-assess their level of effort and ability.[85]

---

[84]Ibid., p. 93.

[85]Ibid.

Méndez[86] has researched the effects of different instructional programs on the academic achievement and self-concept of elementary school Hispanic children. This research study included four groups: (a) Regular-Hispanics in regular fourth grade who were in bilingual third grade the year before; (b) Bilingual-Hispanics in bilingual fourth grade who were in bilingual third grade the year before; (c) ESL (English as a Second Language) - Hispanics in fourth grade receiving ESL instruction as part of a Migrant Program, and (d) Anglo - Anglos in regular fourth grade who were in regular third grade.

Méndez found a relationship between academic achievement and self-concept among Hispanics in Regular and Bilingual classroom settings but not with Anglo students. Both factors correlate negatively for Hispanics. The author explains that the higher the academic achievement of the Hispanic students the lower their self-concept and vice versa. She states:

> A possible explanation of this is that the higher achiever student (possibly more intelligent) may be more critical of or sensitive about his or her achievement and how it compares unfavorably with the Anglo students, therefore, producing a lower self-worth; while the lower achiever may have tried to enhance his or her self-image or compensate for their lower achievement by feeling good about themselves, or they may base their self-worth on non-academic matters.[87]

Méndez's suggestion in terms of the self-concept of Hispanic students follows the same line of thought as Fernández, when he argues

---

[86]Gloria I. Méndez, "Bilingual Children's Adaptation After a Transitional Bilingual Education," Metas, a publication of Aspira, Inc. 3:1 (Summer 1982).

[87]Ibid., p. 66.

that the academic self-concept of students depends a great deal on their comparison or reference group - if the comparison group is composed of high achievers, the students in that milieu will tend to under-assess their academic effort and performance and vice versa.

Méndez concludes that students did not differ significantly in their self-concepts regardless of program or ethnic membership (Hispanic or Anglo). Most self-concepts tended to be moderate to high. The author did not find that any significant change in self-concept occurred among Hispanic students who were transferred from "Bilingual" classrooms to the "Regular" - all English classrooms. She observed, however, a significant improvement in the general self-concept and social self-concept of Hispanic students in the bilingual setting compared with the Anglo group. Méndez states:

> These results suggest that the environment in the Bilingual classroom may be warmer and have more comradeship, so Hispanic students tend to feel accepted and to improve their self-esteem.[88]

In addition to the above findings, Méndez also discovers differences in self-concept according to sex. Girls in the Bilingual group scored significantly higher than boys in the pre-test personal and social domains, as well as in the total score. However, Anglo boys scored significantly higher in the pre-test social domain and total score than boys in the Bilingual group, but not significantly higher than boys in the Regular group.

In Méndez's study, the data collected through the interviews

---

[88] Ibid., p. 67.

depicted the following characteristics related to home and students as important in the acquisition of English and consequently related to school performance: (a) place of birth; (b) years of residence in U.S.; (c) parental English language knowledge; (d) home language use; and (e) language used with friends. It was observed that the Regular group had the highest percentage of students who were born in the United States and who had lived for a long time in the United States. The ESL group was second and the Bilingual group last in terms of this category. The Regular and the ESL groups had the highest percentage of fathers who knew English. The Bilingual group had the highest percentage of parents who did not know English. The Regular group had the highest percentage of students using mainly English or both languages to speak with parents, siblings, and Hispanic friends.[89]

It was interesting to note that Hispanic children who were not born in the United States could accurately state their ethnic identity. Although, Hispanic children who were born in the United States had more difficulty selecting an ethnic identity. Méndez argues that:

> Given all Hispanic groups together, significant relations were found using Chi Square analysis between ethnic identity and years in the U.S.A. The majority of the students who reported to have spent 5 years or less in the United States identified themselves as Hispanics while the majority of the students who had spent more than 5 years in the U.S. identified themselves as Americans or had difficulty ethnically labelling themselves.[90]

---

[89] Ibid.

[90] Ibid., pp. 60-61.

Díaz-Cómas, Arroyo, and Lovelace[91] point out that Puerto Rican cultural awareness programs can enhance the students' total self-concept, personal self-domain, and their intellectual self-domain. Therefore, cultural awareness programs can produce a positive impact on the academic disposition of mainland Puerto Rican children.

Frazier and DeBlassie[92] conclude that given equal levels of ability, late adolescent Mexican Americans and non-Mexican Americans do not differ in terms of self-concept related to academic success, nor in the self-related dimensions of esteem, ideal, congruence, or accuracy. Both authors agree with the recommendations offered by Díaz-Cómas, Arroyo, and Lovelace in terms of the inclusion in the curriculum of a historical-cultural component dealing with the culture of the group. Frazier and DeBlassie state:

> When the extraneous variables which affect the self-concept of these students have been dealt with, there will no longer be a need to be concerned with differential patterns of achievement or self-regard; there will be none.[93]

This section of Chapter II has dealt with the literature regarding the self-esteem of Hispanic students within the context of the United States. It has been pointed out the need for more research in the area of the self-esteem of adult minority populations especially Hispanics. Language spoken by children and time of

---

[91]Díaz-Cómas, Arroyo, and Lovelace, op.cit.

[92]Frazier and DeBlassie, op.cit.

[93]Ibid., p. 333.

residence in the continental United States tend to be directly associated in a positive or negative way with the self-esteem of Hispanic students.

Findings Related to the Educational and Occupational Aspirations of the Hispanic Community

The National Research Center for Education Statistics[94] prepared a study which dealt with the achievement and aspirations of Hispanic students in American high schools. This study yields a composite picture of the differences among different Hispanic subgroups. Cubans are at one end of the contiuum, with the highest level of academic achievement and coming from families with a high socioeconomic status.[95] In addition, Cubans as a group represent the "newcomers" to the United States society and have a high degree of retention of the Spanish language in terms of both: frequency of use and proficiency. At the opposite end of the continuum there are the Mexican-Americans. This Hispanic group is generally composed of older immigrants who are more assimilated into the American customs and language, and their families are of a lower socioeconomic status and achieve less well. In this analysis, Puerto Ricans represent an intermediate point in the

---

[94]Francois Nielsen, Roberto M. Fernandez, and Samuel S. Peng, "Achievement of Hispanic Students in American High Schools: Background Characteristics and Achievement," National Center for Education Statistics - Contract #OE-300-78-0208 with the Dept. of Education (November, 1981).

[95]The "marielitas" named given to the last Cuban immigrants to enter the United States tend to represent an impoverished group, with all the social problems of other immigrant groups. See José Llánes, Cuban Americans: Masters of Survival (Cambridge, Massachusetts: ABT Books, 1982) and Círculo de Cultura Cubana, Areito, a Cuban Journal, 9:36 (1984).

continuum, between Mexican-Americans and Cubans.

The authors of the study selected three kinds of policy-relevant achievements as their dependent variables: school delay, educational aspirations, and achievement scores on standardized tests (Math, Reading, and Vocabulary). The following independent variables were selected: ethnicity, family socioeconomic status, sex, language use and proficiency, Spanish and English proficiency, and family length of residence in the United States.

When rates of school delay (being two or more years older than the modal age for a grade)[96] are taken into account, they tend to be considerably larger for Hispanic seniors than for White seniors, not of Hispanic origin. The authors state:

> Among seniors, Mexican-Americans and Puerto Ricans have the highest rates of delay: 9.8 and 12.6 percent, respectively. These figures are considerably higher than those for whites (2.5 percent) and even blacks (7 percent). Cuban seniors have the lower delay rate among Hispanics (6.4 percent).[97]

School delay is negatively correlated with the other achievement measures, indicating that high achieving students are less likely to have been left behind. High achieving students tend to have high educational aspirations. However, when family socioeconomic status was considered, the authors observed that students from higher status families tend to be less delayed, have higher educational aspirations, and do better on all three standardized tests.[98] Family socioeconomic

---

[96] In the case of sophomores the modal age is considered 15, and for seniors is 17 years.

[97] Ibid., p. 21.

[98] Ibid., p. 64.

status surfaces as the most important determinant of school delay for both sophomores as well as seniors. This finding was explained considering that family socioeconomic status is an indicator of the material resources that usually enhances a child's education. In addition, more affluent families tend to have well educated parents, which provides a highly educational milieu for the child. The authors observed a sex-delay correlation for both sophomores and seniors. Males were more likely to be delayed than their female counterparts. An interesting finding is related to the fact that after controlling for all the other variables, seniors who have reported themselves as highly proficient in Spanish tend to be less delayed in school. Therefore, Spanish proficiency was correlated to high academic achievement, and negatively related to school delay.[99] By the same token, students who were highly proficient in English had a higher tendency to also be less delayed in school. However, when the effect of Spanish usage was taken into account, the relationship was in the opposite direction. The more a student used Spanish, the more likely he or she was to be held behind.[100] The authors presented two possible explanations to this finding:

> One possible explanation might be that the Spanish - use scale is in part measuring the deleterious effects of code switching (English to Spanish and vice versa) on achievement. Bilingual respondents might suffer the cognitive costs of maintaining two languages independent of proficiency in either language.... A second interpretation might focus on the institutional context within which Spanish is used. It might be that Hispanic students

---

[99] Ibid., p. 70.

[100] Ibid., p. 71.

> in school settings that encourage the use of and facility in Spanish (e.g., bilingual/bicultural programs) are less alienated from school and therefore achieve better.[101]

The authors noted a highly significant tendency for students whose families have resided in the United States for long periods of time to be delayed in their academic progress and to have lower educational aspirations. The hypothesis of the selection process associated with immigration was not considered to be the answer to this finding, since the effects of family socioeconomic status and "being Cuban" have been initially controlled. However, another explanation was considered, that Hispanic families settled in the United States for long periods of time have become more "ghettoized",[102] thus, assuming the marginal status attributed to minorities in the context of this society. A reflection of this marginal status is low educational aspirations coupled with low academic achievement.

When the authors observed the factors in the model that predicted educational aspirations, they found that that were very similar to those for school delay. High Spanish proficiency is associated with high educational aspirations. With everything else held constant, students with a better command of English have higher aspirations, while more frequent use of Spanish in communicating with parents is related to lower educational aspirations. The authors also found that students whose families have been in the United States longer have lower aspirations than recent immigrants. They state that:

---

[101] Ibid.

[102] Ibid., p. 72.

> Here, as for the other achievement measures, we interpret the tendency of more recent immigrants to perform better on achievement criteria as offering tentative support for the ghettoization/marginalization hypothesis.[103]

Students from families with high socioeconomic status tend to have higher aspirations. No significant differences were found between sexes in terms of educational aspirations. Cubans were found to have higher educational aspirations than all the other Hispanic subgroups. Puerto Rican seniors were found to have higher educational aspirations than Mexican-Americans.

When the authors looked at the achievement level of students in three areas - reading, vocabulary, and mathematics - those who were highly proficient in English or Spanish performed better. Among sophomores, more recent immigrants performed significantly better on mathematics and vocabulary tests. Among seniors, recency of residence in the United States is related to higher achievement on the reading and vocabulary tests. Seniors as well as sophomores students of more affluent families, tended to perform better on all three achievement tests. Among different Hispanic subgroups, Cuban sophomores scored somewhat higher than all others on mathematics. Puerto Rican sophomores achieved low scores on the mathematics test. In terms of sex differences in test scores, males performed better than females in both classes (sophomores and seniors), although this tendency was not found to be statistically significant for sophomores on the reading and vocabulary tests.

---

[103] Ibid., p. 72.

Nielsen, Fernandez, and Peng feel that their baseline model has only explained a limited percent of the variance in terms of test scores (10 to 15 percent), and the effects of other independent variables should be researched in the future as a way to reduce the errors of prediction for the test scores.

Piore offers an interesting piece of research which relates to the socioeconomic factor of immigration assimilation. Piore deals with the hypothesis of a dual labor-market which represents a real dichotomy between primary and secondary labor markets.[104] Minority workers are trapped into a secondary labor market

> work in ghetto areas appears to form part of a secondary sector, with jobs distinguished from primary jobs by a series of characteristics: low wages, poor working conditions, instability and insecurity of employment, lack of opportunity for advancement, and a personal (as opposed to institutional) relationship between the supervisor and subordinate.[105]

Piore has established a differentiation, which becomes important for this research, between jobs that are perceived as acceptable and suitable for native workers versus jobs and aspirations of recent immigrants (in this particular case - Puerto Rican workers in Boston). Native workers represent experienced laborers, who in many instances are the by-product of past immigration flows, but who tend to resent low-paying positions and who push to obtain more stable positions within the primary sector. Therefore, immigrants are viewed as the

---

[104]Michael J. Piore, "Immigration, Work Expectations, and Labor Market Structure," The Diverse Society: Implications for Social Policy (Washington, D.C., 1976).

[105]Ibid., p. 111.

solution to an economic problem which is represented by an increasing demand for laborers in low-paying positions with no job security.

When we ask the question, "what are the occupational aspirations of Hispanics?", Piore answers this question by looking at the "type" of Hispanic individual to whom we are referring. Piore sees a crucial difference between the occupational aspirations of first generation and second generation immigrants. He identifies a first generation immigrant as a person having a rural background, with little command of the English language, in cases, even illiterate in his own language, whose perceptions of a labor market have been molded in an underdeveloped setting. This group of first generation immigrants are more concerned with survival in the big metropolis. For many of these immigrants some of the work offered to them, although they are low-paying jobs, lies close to the top of the hierarchy in terms of the regions from which they have come.

Second generation individuals have established a permanent commitment to the new area (Boston in the case of Piore's study) and have adopted the same occupational aspirations as the native laborers in terms of better jobs with life-long security. Therefore, in economic terms, a second generation of immigrants represents a threat to the economic stability and preservation of a particular labor market. Piore, speaking of a second generation, states:

> This labor force will have the protection of American citizenship, and this alone would be enough to create a strong contrast between their behaviors and that of their

> parents. Such a second generation will resent the treatment of their parents, whose illegal status opens them to exploitation by employers threatening to report them to the authorities.[106]

Another piece of documentation dealing with the occupational aspirations of Hispanics was produced by the Institute of Labor and Industrial Relations from the University of Michigan and Wayne State University.[107] This entire study was researched and documented by a staff of minority individuals. The document explains the process by which young Black and Hispanic men in low income ghettos have entered the labor market, and how they have developed their occupational expectations and aspirations. This research focuses on the Watts area (South Los Angeles) and East Los Angeles.

The high level of aspiration of Blacks and Hispanics in economically depressed areas is the major message conveyed throughout this study. Bullock, et al state:

> Most Black and Brown young men in low-income ghettos and barrios want professional and other white-collar careers, if they have the power to choose.... Some are more optimistic than others about their prospects for attainment of that goal, but incontrovertibly, they share with the Anglo working and middle class a strong interest in and proclivity toward the white-collar occupations. Ranked second behind 'professional' in order of preference, to be sure, is skilled labor, but this much farther down the scale. Noticeable proportions of youngsters surveyed are interested in careers with business or government, the Blacks opting more often for the former and the Chicanos for the latter.[108]

---

[106] Ibid., p. 127.

[107] Paul Bullock, et al, Aspiration vs. Opportunity: "Careers" in the Inner City (University of Michigan and Wayne State University: Policy Papers in Human Resources and Industrial Relations #20, 1973).

[108] Ibid., p. 87.

The authors perceive a contradiction between the relative community preferences in terms of occupations and their actual employment patterns in the East Los Angeles and Watts communities. Bullock, et al pointed out that according to their survey, as well as the employment information available at the time of the research, proportionately more Hispanics (in this case Chicanos) than Blacks preferred careers in government, whereas relatively more Blacks were inclined toward business careers. However, employment figures have showed that the Blacks surveyed have penetrated government jobs to a higher degree than their Chicano counterparts. The authors stated:

> Perhaps the experience has been disillusioning, at least in terms of the pay levels attained or observed. Blacks may be relatively more interested in business careers because they perceive that these jobs are better paid, while the Chicanos have not yet had sufficient experience to justify that perception.[109]

Another interesting, but not surprising finding, is the lack of effective vocational and career guidance provided by schools to Black and Hispanic students. The Black and Hispanic youngsters tend to learn about the job market on their own. Minority students in this study felt that the educational institutions were not committed to provide either quality of academic skills or quality of career guidance to them. Moreover, these students felt that their schools were not making a difference in their lives in terms of skills or aspirations. Although, in general, they perceived education as an important tool for social and economic mobility. Bullock, et al stated:

---

[109] Ibid., p. 89.

> The majority in both east and south Los Angeles believe that their best interests would be served by finishing school and then proceeding directly into full-time employment. About 48 percent of the Black and 42 percent of the Chicanos would prefer (if they could) to complete college before beginning regular work. About 12 percent of the Black and 9.5 percent of the Chicanos prefer to enter special vocational training before working, and about 7 and 5 percent respectively check the suggested work and education combination.[110]

According to this document, policymakers, economists, and social scientists are confronting the problem of presenting more and better alternatives to minority youngsters in low-income areas. To this end, the emphasis has been given to training programs which have tended to run counter to the occupational and educational aspirations of minority youngsters. Bullock, et al suggest the value in shifting to programs and policies which are consistent with, rather than antagonistic to, the major interests and career goals of the minority youth.[111]

Dillard and Perrin[112] presented evidence pointing to the need for more vocational guidance of adolescents taking into account their ethnic and racial background. The results of their study suggested that indications of adolescents' career development, such as aspirations, expectations and maturity, are related to several social position variables. The independent variables examined, sex, ethnic group membership, socioeconomic status, and grade level, were

---

[110] Ibid., p. 83.

[111] Ibid., p. 164.

[112] John M. Dillard and David W. Perrin, "Puerto Rican, Black, and Anglo Adolescents' Career Aspirations, Expectations and Maturity," The Vocational Guidance Quarterly 28:4 (June 1980), 313-321.

associated with at least one of the three measures of career development: aspirations, expectations, and maturity.

Career aspirations of males correlated with ethnic group membership. The results indicated that Puerto Rican and Black male adolescents aspire to enter higher level careers followed by Anglo males. This finding follows the results of the study conducted by Bullock, et al. No relationship was observed for females in the area of career aspirations. After statistically controlling for ethnic group membership and sex, socioeconomic status still accounted for 3.3 percent of the variance in terms of career aspirations. This finding indicated that lower socioeconomic status adolescents choose lower level careers more often than middle socioeconomic status adolescents.[113] This finding contradicts the research results of Bullock, et al, since they indicate that Black and Chicano adolescents and young adults tend to aspire to high status occupations as any middle class Anglo youngster.

Dillard and Perrin did not observe differences in the career expectations of Puerto Rican, Black, and Anglo adolescents. However, the adolescents' career expectations show a pattern which tend to increase according to their levels of socioeconomic status. After the authors controlled for ethnic group membership and sex, factors related with the socioeconomic status of the individuals remained the best predictors of adolescents' expected career choices.[114] Dillard

---

[113] Ibid., p. 319.

[114] Ibid.

and Perrin state that, "the data might suggest that adolescents in lower socioeconomic groups are more 'realistic' in their expected career choices than those in the middle socioeconomic groups."[115]

The adolescents' career choice attitude maturity was related to ethnic group membership, socioeconomic background, and grade level. When ethnic group membership with both sexes was taken into account, Anglo adolescents showed more sophistication or maturity in their career choice attitudes than Black adolescents. Dillard and Perrin indicate that the differences were related more to socioeconomic background of the individuals than to ethnic group membership or race, since the data did not suggest real or distinct career maturity differences between ethnic groups. The data also suggests that maturity in career choice attitude generally increases with adolescents' grade level. Dillard and Perrin stated: "As adolescents moved up the grade ladder their career choice attitudes developmentally changed and approached crystallization as different educational experiences were encountered."[116]

Dillard and Perrin concluded that adolescents' career development varies as their social class position and grade level are increased.

Phillips, et al[117] created an alternative framework for conducting research on the career development of special populations

---

[115] Ibid.

[116] Ibid.

[117] Susan D. Phillips, et al, "Career Development of Special Populations: A Framework for Research," Journal of Vocational Behavioral 22 (1983), 12-29.

such as disabled and educationally and economically disadvantaged students. According to the authors, the area of career development of special populations has been neglected and misguided with incorrect assumptions. Since 1975, there has been an increasing number of investigations in this area, although many of them have been frequently faulted with suspect assumptions, neglected variables, and inadequate research.[118]

Phillips, et al have combined the descriptive methodology with the explanatory analysis creating an alternative method to study the career development of special populations. Phillips, et al state that:

> Consider the possibility of conducting special populations research based on designs which neither discarded existing theory nor assumed that it was valid.... Hypotheses to be tested could be generated not only from existing theoretical premises, but also from explanatory analysis of descriptive information gathered during the course of the investigation. Studies conducted in a cumulative sequence could be directed by hypotheses generated on prior steps in the sequence and could provide alternative hypotheses and comparative data for subsequent steps. Each step of the sequence could include both hypothesis testing and explanatory analysis; behavioral variables to be observed could be added, deleted, or modified as indicated by the analyses.... The translation of these concepts into a framework for special populations career research simply provides a method of minimizing theoretical bias while making maximum use of the richness of descriptive data and explanatory analysis.[119]

Subjects for this study were volunteers from two student organizations on a large northeastern university campus. A total of

---

[118] Ibid., p. 13.

[119] Ibid., p. 15.

29 disadvantaged students were recruited from the campus Educational Opportunity Program, and 33 disabled students. All students were between the ages of 17 and 30. The authors used the Career Development Inventory (CDI - Form IV - Thompson, Lindeman, Super, Jordaan, and Myers, 1981) to assess the vocational maturity of subjects; the Assessment of Career Decision Making (ACDEM) to assess the degree to which an individual takes personal responsibility for decision-making, and the Career Development Assessment Interview (CDAI). A semistructured interview was developed to assess the impact of disability on the maturation of the disabled students and the impact of childhood environment on the maturation of the disadvantaged students.

The results in reference to the disabled sample indicated that 46 percent of the variance in attitudinal maturity can be explained by a combination of scholastic achievement, use of a rational, non-dependent decision-making style, and the subject's perceived effect of disability. The single most powerful predictor of both attitudinal and cognitive vocational maturity for this group appears to be scholastic achievement. Fifty-six percent of the variance in cognitive maturity could be explained taking into account all the variables. Phillips, et al observed a positive weighting of the decision-making style on the attitudinal equation, which was not observed in terms of the cognitive equation.[120] Thus, according to these findings, and after accounting for the scholastic achievement of

---

[120] Ibid., pp. 24-25.

the disabled individual, an attitudinally mature person may be one who endorses a rational, non-dependent, decison- making style; while one who is cognitively mature relies heavily on the decision-making expertise of others. The authors alluded to the possible need for external support services for the disabled individuals.

In terms of the disadvantaged sample, the variables considered were not as effective in predicting vocational maturity as was the case with the disabled population. It was discovered that scholastic achievement, endorsement of a dependent decision-making style, and the perceived effect of the environment failed to contribute to a significant degree explaining either one of the vocational maturity factors. Only 25 percent of the variance in attitudinal maturity and 14 percent of the variance in cognitive maturity could be adequately explained by the remaining variables. The most powerful predictor for both vocational maturity factors was represented by the negative weighting of the intuitive decision-making style. In addition, the variance in the attitudinal factor could be also explained by the inclusion of a positive weighting use of a rational decision-making style; although, 75 percent of the variance remained unexplained. Phillips, et al explain that:

> It would appear from these findings that the role of nonintuitive decision strategies in the vocational maturation of disadvantaged groups would be a desirable avenue for continued investigation.[121]

The authors concluded that although the use of different

---

[121] Ibid., p. 25.

decision-making styles has a significant impact on the vocational maturity of disabled and disadvantaged individuals, it tends to be different for both groups. They stated that more research is needed in the area of the vocational development of both populations.

Summary

This chapter has dealt with the participation of Hispanic students in higher education and their impact in this area. In addition, this chapter has looked at some of the studies dealing with the self-esteem, the educational and vocational aspirations of Hispanics. As the researcher has pointed out, there is need for more research that documents the self-esteem, the experiences and the occupational/educational aspirations of Hispanics in the context of the United States. However, the research material to be developed has to be innovative and present new alternatives for the study of populations such as Hispanics, since traditional research has tended to neglect the unique problems of this group.

In the following chapter, the researcher will present a detailed review of the procedures used to conduct this investigation. This review will include a description of the subjects in the sample as well as the instruments used in this study. In addition, an overview of the procedures employed in the construction and translation of some of the instruments utilized in this study will be presented. Chapter III will also present the statistical procedures which will be employed to test the hypotheses of this investigation.

CHAPTER III

PROCEDURES

The primary objective of this chapter is to provide the reader with a complete description of the procedures utilized in this investigation. First, the subjects for this study will be described. Secondly, the reader will be presented with a discussion about the instruments and their utilization and adaptation for this particular study. A discussion of the data collection techniques and procedures will be outlined. Following this, the chapter will conclude with a review of the statistical methods utilized and a discussion of the interview procedures used with Hispanic administrators, staff and students.

The Sample

The subjects for this investigation were adult Hispanic students enrolled at Loop College, one of the City Colleges of Chicago.

Loop College is a public, comprehensive two-year college serving the community of Chicago under the Master Plan for Higher Education in Illinois, the Public Community College Act, and the policies of the Board of Trustees of the Community College District No. 508.[1] Loop College opened in 1962 and represents one of the seven comprehensive colleges of the nine-unit City Colleges of Chicago System. Loop

---

[1] Loop College, Profile of the Loop College: 1979, An Institutional Self-Study submitted to the Commission on Institutions of Higher Education - North Central Association of Colleges and Schools (October, 1979).

College is serving the immediate community of the college represented by the central commercial, governmental, cultural and professional members of the area, and a broader community which is represented by the entire metropolitan area of Chicago.

The target population for this study consisted of adult Hispanic students[2] in the setting of Loop College - an urban community college in Chicago, Illinois. All the subjects of the target population of this study are either first or second generation Hispanics residing in the continental United States. The data for this study were collected during the Summer, 1983, taking into consideration the final registration and enrollment figures for the Spring Semester, 1983. Therefore, all the subjects of the target population represented students who were actively enrolled at Loop College for the Spring Semester, 1983.

During the Spring Semester, 1983, Loop College enrolled a total of 8,986 students. The full-time enrollment for the college represented 33.1 percent or 2,972 students and the part-time enrollment represented 66.9 percent or 6,014 students.[3] Hispanic students represented 6.8 percent of the total enrollment of the institution. For the Spring Semester, 1983, Hispanic students were primarily registered with a part-time load (63.4 percent vs. 36.6 percent with a full-time load), and slightly more than half of them

---

[2]As was already defined in Chapter I - when alluding to Hispanics, the researcher is referring to a multi-ethnic and multi-national group of people of Spanish heritage or descent.

[3]Loop College - Office of Admissions, Student Profile - Spring 1983 (Chicago, Illinois, March 1983).

were attending day classes (54.1 percent in day classes vs. 45.9 percent in evening classes). During that semester, about three-fourths of the Hispanic students were in their first year of college (73.6 percent were freshman; 17.09 percent were sophomore, and 9.4 percent were unclassified). Liberal arts, business administration and data processing represented the three top academic programs for Hispanics at Loop College, enrolling more than one-half of Hispanics (58.3%).

Loop College has been experiencing a decline in enrollment for Hispanic students. The diminished enrollment for Hispanic students might have been influenced by the elimination in 1981 of the Latin-American and Other Minorities Project (L.A.M.P.) - a minority program whose primary objective was the recruitment, assistance, and tutoring of Spanish-speaking students by Spanish-speaking personnel. According to the information received by this researcher, the administration of Loop College decided to "institutionalize" L.A.M.P. and to merge their Hispanic staff in different offices within the institution. Apparently this process took place without elaborated plans and without preparing neither the Hispanic staff or the staff in the receiving offices. Although L.A.M.P. became an exemplary program in the City of Chicago, it was dismantled without a prepared and organized plan and after a while the Hispanic staff members (L.A.M.P. formal personnel) became disenchanted by the mistreatment encountered at Loop College, and by the lack of real input in the college decision-making process. After a while they started to leave the institution or to transfer to other City Colleges of Chicago. The

data offered by the Office of Admissions pertaining to the Hispanic enrollment at Loop College show a decline of Hispanic students from 8.5 percent in the Spring, 1981 to 6.8 percent in the Spring, 1983, representing a 1.7 percent decrease.[4]

Subjects for this investigation were drawn from among the 604 Hispanic students, who have declared themselves as "Hispanic" through the Loop College's self-reported registration form. The researcher used the Student Roster for Loop College - the "Alpha Sequence" roster and identified the students who have selected the sub-category "4" - Hispanic, under the category ethnic code "F". Following this procedure, she identified 604 Hispanic students. Their names, social security numbers, their addresses, and telephone numbers were used to create the list that was used to select students for this study.

The list of all identifiable Hispanic students was created and students were selected randomly. More than one hundred and fifty letters were sent, followed by telephone calls and scheduled appointments. Some students were eliminated who did not meet the prerequisite of ethnic membership. Eighty-two students completed all five instruments for this study. The entire Summer, 1983 and the Fall Semester, 1984 were used to collect all the data. The researcher scheduled appointments with the students for a period of about twenty working days, with about five students per session. The time frame

---

[4]See Appendix IX, "Spring 1983 Enrollment Categories Compared with Prior Semesters, Spring 1981 to Fall 1982."

used for appointments was kept flexible since many of the students were working full-time during the summer term. The researcher averaged three telephone calls per student who participated in the study, in addition to the initial letter requesting their cooperation for the research.

Among the 82 participants in this study, 39 or 47.6 percent were males and 43 or 52.4 percent were females. Fifty-four of them were single (67.5%), twenty-one were married (26.2%), three were divorced (3.7%), and two were widower/widow (2.5%). In terms of family socioeconomic status, nine students or 11.2 percent of this sample were given a high SES rating, 61 students or 75.2 percent were from a middle SES, and 10 students or 32.5 percent were from a low SES. The family socioeconomic status was determined by the Hollingshead Two-Factor Index of Social Position.[5] The age of the participants was distributed as follows: between 17-20 years of age - 22 percent; 21-25 years - 26.8 percent; 26-30 years - 30.5 percent; 31-35 years - 9.8 percent; over 35 years of age but younger than 50 years - 7.3 percent, and over 50 years - 3.5 percent.

In terms of the birthplace of the participants: 28 students were born in Mexico (34.1%); five students in Puerto Rico (6.1%); 32 students in other Latin American or Caribbean countries (39%); 15 students in the continental United States (18.3%), and two students were born in Spain (2.4%).

---

[5]Charles Bonjean, Richard Hill, and S. Dale McLenore, Sociological Measurements (San Francisco, California: Chandler Publishing Co., 1967), pp. 441-448.

Among the 82 students in this sample, 21 students, or 25.6 percent, have been living in the United States for less than two years; 22 students, or 26.8 percent, for two years but less than five years; 11 students, or 13.4 percent, more than five years but less than 10 years, and 28 students, or 34.1 percent for 10 years or more.

The researcher felt that it was important for the purpose of this investigation to know the place where students had received their previous academic background, and the questionnaire incorporated two questions pertaining to that issue. In relation to the place where students have received their primary education: 25 students (30.5%) in Mexico; five students (6.1%) in Puerto Rico; 31 students (37.8%) in Latin American or Caribbean countries; 19 students (23.2%) in the continental United States, and two students (2.4%) in Spain. Twenty-one students (25.6%) in this investigation received their secondary education in Mexico; five students (6.1%) in Puerto Rico; 32 students (39%) in Latin American or Caribbean countries; 23 students (28%) in the continental United States, and one student (1.2%) in Spain.

In terms of ethnic identification of the students in the sample, 39 students (47.6%) classified themselves as Mexican or Mexican-American; nine students (11%) as Puerto Ricans; 33 students (40.2%) as Hispanics from other Latin American or Caribbean countries, and one student (1.2%) as American. More than half of the students classified themselves as white (43 students or 52.4%) when "race" was the question; 22 students (26.8%) as Native Americans; four students (4.9%) as black; one student (1.2%) as Asian, and twelve students did

not answer this question. The racial identification of Hispanics tends to be a controversial issue, since these individuals bring with them a different perception of "race" and "color" from their native countries. It is interesting, although not surprising to see how more than a third of the students in the sample have escaped a self-classification in racial categories such as "white" or "black" and have self-classified themselves in an intermediate category such as "Native American".

In addition, there is the issue of a possible dichotomy between "nationality" and "race" terms which has not been clearly defined by Hispanics in the continental United States. Hispanics prefer to be classified as "white", although for many of them that becomes an impossible dream within the frame of reference of race relations in the United States. For Hispanics, to be "white" is to possess all the possible privileges of society, but the same concept has been also associated with the "majority group" and the dominant group which has surpassed in so many occasions the human rights of Hispanics. Therefore, many Hispanics (white, black as well as "intermediates")[6] tend to escape the color or racial designation by alluding to their

---

[6]"Intermediate" is a racial classification used in some Latin American countries like Puerto Rico, which embraces people who show some signs of the miscegenation between black and white people - such as the jabao (white skinned person with light-colored but frizzy hair and Negroid facial features); grifo (very light-colored individual with frizzy hair); trigueño (dark-skinned person with curly hair and white facial features; moreno (olive-colored skin person), and prieto (dark-skinned person with frizzy hair but on occasion white facial features). In other Latin-American countries other names are given to "intermediate" people but always the terms tend to express a racial mixture between white and black people.

nationality.[7] Example: "No, I am not black, I am Puerto Rican! The researcher perceived that in the course of this investigation, many of the students escaped the issue of "racial" self-classification by self-classifying themselves as "American Indians" or not answering the question (14.6 percent).

This section has dealt with the characteristics such as age, sex, marital status, place of birth, socioeconomic status, place where students received their elementary and secondary education, ethnic and racial classification of the eighty-two participants. The following section will deal with the instruments used in this research.

Instruments

For purposes of this research, five instruments were used. Two instruments were developed by the researcher: (a) the student questionnaire and (b) two sets of interviews, one for students and another for faculty/personnel members (taped). Two other instruments were translated into the Spanish language by the researcher: (c) Rosenberg's Self-Esteem Scale,[8] and (d) the Occupational Aspirations Scale.[9] A fifth instrument was used in its original form (e) the

---

[7]For a review of the color problems confronted by Puerto Ricans as well as other Latin-Americans in the context of the continental United States, see Inés Bocanegra-Gordon, "The Puerto Rican Concept of Color on the Island of Puerto Rico versus The Puerto Rican Concept of Color in Metropolitan Chicago," Master Project, Northeastern Illinois University, Center for Inner City Studies (1974).

[8]Morris Rosenberg, Society and the Adolescent Self-Image (New Jersey: Princeton University Press, 1965).

[9]Archibald O. Haller and Irwin W. Miller, The Occupational Aspiration Scale (Cambridge, Massachusetts: Schenkman Publishing Co., Inc., 1971).

Hollingshead Two-Factor Index of Social Position.

The Student Questionnaire, as well as the two sets of interviews: the Student Interview Form, and the Faculty/Personnel Interview Form, were specifically designed for the purposes of this study and their use was limited to this study. They are not standardized instruments but were designed to collect and gather the pertinent information for this study. Both instruments were reproduced in Spanish and English.

The Student Questionnaire

The Student Questionnaire was designed to gather all the information pertaining to the independent variables of the study: sex, family socioeconomic status, birth place, number of years in the United States, language spoken in public, and ethnic identification. In addition, the researcher included in the Student Questionnaire other questions that related to the educational interests of the students such as question #23:

23. What is your reason for attending college? Please check three choices and number them from 1 to 3 in order of priority. 1 being your highest choice.
¿Cuál es tu razón para asistir al colegio? Por favor marca tres selecciones y numéralas del 1 al 3 en orden de prioridad - donde 1 represente la seleccion mas alta.
To learn English____
Para aprender Inglés
To improve skills____

---

[10] Bonjean, Hill, McLenore, op.cit., pp. 441-448.

Para mejorar destrezas

To change career goals_____

Cambio en objetivos ocupacionales

To get a better job_____

Para obtener un mejor trabajo

To earn more money_____

Para obtener más dinero

To please my parents_____

Para satisfacer a mis padres

To meet certification requirements for a license in my profession in the U.S.A._____

Para obtener la certificación necesaria para ejercer mi profesión en Los Estados Unidos

To be with my friends or relatives who are attending college_____

Para estar con mis amigos o parientes que estan asistiendo al colegio

Other, please specify_____

Otras razones, por favor especifica

Questions that pertained to the academic aspirations of the students such as question #24:

24. What is the highest academic degree you plan to earn?

Check one.

¿Cuál es el grado académico más alto que planeas recibir?

Marca uno.

Associate of Arts or Science Degree (2 years program)_____

Grado asociado en artes or ciencias (programa de 2 años)

Bachelors Degree (4 years program)_____

Bachillerato (programa de 4 anos)

Master Degree_____

Maestría

Doctorate Degree_____

Doctorado en Filosofía o Educación

Professional Degree - M.D. (medical doctor), C.P.A. etc._____

Grado Profesional - Doctor en Medicina, Contador Autorizado etc.

Other, please specify_____

Otro, por favor especifica

The questionnaire also included questions that rated Loop College and the services provided to students such as question #27:

27. How do you rate Loop College on each of the following items? Check one box for each item.

¿Cómo clasificas a Loop College en cada uno de los siquientes elementos? Marca un adjetivo para cada elemento.

This particular question covered fourteen different aspects of the college environment which tend to affect the students' lives such as: Financial Aid, English as a Second Language Program, Admissions Office, teachers' understanding of students, teachers' accessibility to students and others. For this particular question, a composite score was created which was based on the rating of each one of the items. Items rated as "Excellent" were given three points; items rated as "Good" two points; items rated as "Poor" one point and for items rated as "No opinion" zero points. Therefore, the scale ranged

from 42 points to 0 points.[11]

The Interviews

The Student Interview[12] form as well as the Faculty/Personnel Interview form[13] were designed in both Spanish and English. All interviews were taped with the specific consent of the participants. The interviews expanded and gave the study additional information in terms of feelings, perceptions, and aspirations of selected students who reflected particular characteristics in terms of the independent variables such as: numbers of years in the United States, place of birth, and socioeconomic status of the family. The selection was based on the way those definite characteristics blended in the students and their availability for this study.

The researcher selected five students. Two of the students interviewed have been teachers in their native countries (one is from South America and the other from the Caribbean area); a dentist from Central America, a middle-low SES student who was raised in South America and a Central American student who was raised in the United States.

The teacher from one of the Caribbean countries represents a woman who came to work in the United States after being confronted with a double tragedy in her life; the loss of her son in the Viet Nam war and the death of her husband. She saw the United States from the

---

[11] See Appendix III for the Student Questionnaire in its entire form.

[12] See Appendix IV for the Student Interview form.

[13] See Appendix V for the Faculty/Personnel Interview form.

point-of-view of an emotional refuge. She has lived in the continental United States for more than two years where she has worked as a bilingual teacher for the Board of Education. Although she possesses an extensive academic background, she takes courses at Loop College to continue updating her skills.

The other teacher from South America represents a woman who has not been able to surpass the limitations imposed by her new environment. Although she possesses a Normalista Degree (which it is equivalent to a two-years teaching degree in the U.S.) from her native country, she has not been able to be certified as a teacher in the United States. Her only source of income is a building inherited from her brother in the Humbolt Park area.

The dentist from Central America came to the United States to learn English and to pursue a Master Degree in Orthodontia at one of the top ten institutions, but after being accepted at the prestigious institution she did not possess the economic resources to matriculate. Although this student was a professional individual in her native country, in the United States she was obligated by her financial situation to work as a waitress as well as to learn English and the customs of her new environment.

The student who was born and raised in South America, from a middle-low SES, is in a pre-architectural program. He came to the United States with a limited knowledge of English, which placed him in basic courses in English as a Second Language. His academic pursuits have been affected by his limited financial resources. He has been working full-time for a hotel as part of a cleaning crew. This

student has shown a tremendous determination to continue his studies and he has displayed good leadership abilities in his new environment.

The last student interviewed was an individual from a low socioeconomic status whose family brought him to the United States at the age of 10. He has learned English, but can still fluently communicate in Spanish. During the interview he showed signs of regret for leaving his native country in Central America. He is the first one in his family to attend college, and in the Spring Semester, 1985, he will receive his Associate Degree.

The Faculty/Personnel Interview form was designed to gather information on how Hispanic faculty, staff and administrators perceive the services provided by the City Colleges of Chicago in general, and Loop College in particular, to Hispanic students. In addition, the Faculty/Personnel Interview form provided the researcher with first-hand information, as well as with an in-depth and introspective analysis of the situation at the City Colleges of Chicago from a minority perspective. At the time that this study was executed (Spring, Summer, Fall, 1983) Loop College had eight Hispanic staff members, three administrators, and only five Hispanic faculty members (of a total of two hundred and thirty faculty members). For the purpose of this study, the researcher interviewed the only Hispanic member of the Board of Trustees of the City Colleges of Chicago, and three Hispanic administrators who have worked at Loop College for over five years.

All the faculty/personnel interviews were conducted in English, at the request of the interviewees. One of the administrators was

interviewed at her home; however, all the other interviews were taped at Loop College.

The Faculty/Personnel Interview form was designed and translated by the researcher. This instrument was developed exclusively for this study. All the questions were carefully reviewed and evaluated by a group of three bilingual experts in the area of higher education. The entire Faculty/Personnel Interview form consisted of fourteen questions ordered in a logical progression, from question #1, which alluded to the position held by the interviewee with the City Colleges of Chicago, to questions alluding to the quality of services provided by that system such as question #9:

- Do you feel that Loop College has an adequate Hispanic Staff (faculty, support service staff, counselors, administrators, etc.) to serve the needs of the enrolled Hispanic students?

The Rosenberg's Self-Esteem Scale

This instrument, developed by Morris Rosenberg,[14] is a ten-item Guttman scale. This is an instrument that is easy and economical to administer, and which only requires the respondent to check his answers to ten items. Respondents are asked to strongly agree, agree, disagree, or strongly disagree with the following items:

(1) On the whole, I am satisfied with myself.

(2) At times I think I am no good at all.

(3) I feel that I have a number of good qualities.

(4) I am able to do things as well as most other people.

---

[14] Rosenberg, op.cit.

(5) I feel I do not have much to be proud of.

(6) I certainly feel useless at times.

(7) I feel that I am a person of worth, at least on an equal plane with others.

(8) I wish I could have more respect for myself.

(9) All in all, I am inclined to feel that I am a failure.

(10) I take a positive attitude toward myself.

In the instrument given to students, positive and negative items were presented alternately to reduce the effect of respondent set. According to Rosenberg, the reproducibility of this scale is 92 percent. The original study on which the instrument was validated was conducted with a socially heterogeneous population consisting of 5,024 high school juniors and seniors from New York State.

The original translation to Spanish was done by the researcher. The translation was examined for content and form by a group of three bilingual educators in the area of higher education.[15] A bilingual form of the Rosenberg's Self-Esteem Scale was used, where each item appeared simultaneously in Spanish and English.

The Occupational Aspiration Scale

The Occupational Aspiration Scale (OAS) was developed by Archibald O. Haller and Irwin W. Miller.[16] OAS is an eight item multiple-choice instrument. It contains items permitting responses at

---

[15]See Appendix VI for final copy of the Rosenberg's Self-Esteem Scale.

[16]Haller and Miller, op.cit.

both the realistic and the idealistic expression levels of the "Level of Occupational Aspiration" (LOA), each at two goal-periods, called career periods in this context, short range (end of schooling) and long range (at age 30 or older). The alternatives for each item consist of ten occupational titles drawn from among the ninety occupations ranked by the National Research Center (NORC) related to the prestige of occupations. Alternative responses for each item systematically span the entire range of occupational prestige and are scored from zero to nine. An item score of nine indicates the selection of an occupation among the eight highest prestige occupations on the NORC scale, while an item score of zero indicates the selection of an occupation among the eight lowest prestige occupations on the NORC scale. The individual "Level of Occupational Aspiration" is measured using the individual total score for all eight items, ranging from zero to seventy-two.

The Occupational Aspiration Scale is a self-descriptive instrument. It is easily administered in a group testing situation, but it may also be administered individually. According to Haller and Miller, the reliability of the Occupational Aspiration Scale is about .80; the standard error of measurement is close to 5.30 and the concurrent validity coefficient, measured against LOA instrument (Level of Occupational Aspiration) is +.62.[17] For the purpose of this investigation, the researcher administered this instrument in small groups of four to five students, as well as individually when students

---

[17]Haller and Miller, op.cit., pp. 67-104.

were unable to attend a group session.

A bilingual form of the Occupational Aspiration Scale was used, where each item appeared simultaneously in Spanish and English. The translation of the instrument was done by the researcher. A group of three Hispanic educators in the area of higher education, all bilingual, evaluated and examined the translation for content and form.[18]

The Hollingshead Index of Social Position

The Hollingshead Two-Factor Index of Social Position[19] was used to determine the socioeconomic status of the family where the student was residing at the time of the research or where he has been residing previous to coming to the United States.

This index stratifies individuals into five social groups ranging from Class I (highest) to Class V (lowest). The socioeconomic position of the subject is determined according to the educational and occupational levels of the head of the household. For the purpose of this study, and due to the relatively small sample, the researcher compressed the three categories of middle classes (middle-high, middle, and middle-low) into only one category "middle class".

Data Collection Techniques

The data for this investigation were primarily collected during the latter part of the Spring Semester, 1983 (month of May) and during

---

[18] See Appendix VII for final form of the Occupational Aspiration Scale.

[19] Bonjean, Hill, and McLenore, op.cit., pp. 441-448.

the entire Summer term 1983, at Loop College. Testing time in all cases was throughout the school schedule - from 8:00 A.M. until 8:00 P.M. The researcher accommodated the testing time to the convenience of the interviewees. Total testing time ranged from 30 to 60 minutes.

Letters requesting the cooperation of more than 150 students were sent at the beginning of May, 1983. The letters were followed up by telephone calls reiterating the importance of the project as well as requesting appropriate schedule time for the testing session. Every individual student was given an appointment time which in many cases coincided with others, therefore testing sessions included from three to four students.

During every session, the researcher explained to the students the need to obtain information and document the participation of Hispanic students in the context of a community college. A letter of consent was given to each individual student, which explained that their participation in the project was voluntarily, and all the information provided to the researcher will be kept confidentially.[20]

The researcher explained to the students that the instruments did not have right or wrong answers, but rather they were measuring their particular opinions and perceptions of the questions being asked. After all instructions were clearly understood by the students, they started to fill out the Student Questionnaire and, thereafter, the Occupational Aspiration Scale, and the Rosenberg's Self-Esteem Scale. When the researcher perceived problems with the instruments, the

---

[20]See Appendix VIII for letters of consent in Spanish and English.

questions were read out loud and a brief interpretation was given in Spanish or English depending on the individual's primary language.

Each instrument was coded at the upper right corner with a number given to every student. This procedure was created to avoid problems identifying students who have completed all the instruments as well as to maintain an accurate count and to facilitate the processing of the information received. In addition, all the instruments completed by a particular student and coded under a particular number i.e. code number 001, were integrated into a folder with the code number of the student. All instruments were checked for completeness.

All the instruments and interviews with students, faculty and staff members were administered by the researcher. New appointments were made with the students who met the personal characteristics for the interviews and with faculty and staff members. The interviews took place between the Fall, 1983 and the Summer, 1984 at the college or place of residence of the interviewees. All interviews were taped and transcribed.

The student interviewees were told of the purpose of the interview as a complementary tool to the questionnaire and the other instruments that they had already completed. Interviewees were given some background information about the study and were assured of the confidentiality of all the information that they were providing for the study.

The faculty/personnel interviewees were given a written copy of the interview form for their review previous to the taping session. They were advised of their rights of confidentiality and that they

could stop the taping at any given time. In addition, it was made clear to them that their participation was voluntary.

The following statement was given to all the interviewees:

- "I am going to tape this interview. You are free to discontinue this procedure at any given time."

- "Do you realize that this interview is being taped?"

- "Is it clear to you that only the researcher will have access to the tapes and that the researcher will not use your name or other identifying information in the written report?"

These aforementioned questions and their answers were taped. Then, the researcher continued with the entire interview procedure, which lasted from thirty minutes to one and a half hour depending upon the expansion of the answers and the involvement of the interviewee in terms of the subject matter.

All students as well as faculty/personnel interviews were taped and transcribed in the particular language that was used during the interview-session.

Sample, Hypotheses, and Methods

While the sample included in this study was randomly selected and can be considered fairly representative of Hispanic students attending at least two year colleges, it is not the intention of this study to generalize to all Hispanic students at two year or other institutions of higher learning. Rather, this study should be considered more as an in-depth case study which, hopefully, will illuminate some of the major concerns and problems experienced by Hispanic students. The quantitative data are intended to illuminate possible relationships

among Hispanic students related to their occupational aspirations and self-esteem. These are considered to be important variables in attempting to understand the educational goals of Hispanic students. Likewise, the qualitative data will serve as another way of gaining a more in-depth view of the factors which may facilitate or impede the educational aspirations of these students.

The study first attempts to establish possible relationships between various characteristics of Hispanic students and their occupational aspirations and perceptions of self-esteem. These two indicators are considered as the major dependent variables of the study. The major independent variables are as follows: sex, family socioeconomic status, birth place, number of years in the United States, language spoken in public, importance given to a college education, and ethnic identification. While it is possible, of course, to conceptualize the presumed importance of many additional independent and dependent variables, the ones chosen for this study were judged to be central, based on a review of the literature as well as the personal and professional experience of the researcher. The major hypotheses pertaining to the occupational aspirations of Hispanic students were:

Hypothesis 1

There will be no significant differences in terms of occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

Hypothesis 2

There will be no significant differences between male and female Hispanic students in terms of their occupational aspirations.

Hypothesis 3

There will be no significant differences in terms of the occupational aspirations of male and female Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

Hypothesis 4

There will be no significant differences in the occupational aspirations of Hispanic students who are from different socioeconomic backgrounds.

Hypothesis 5

There will be no significant differences in the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and who are from different socioeconomic backgrounds.

Hypothesis 6

There will be no significant differences in terms of the occupational aspirations of Hispanic students and their ethnic identification.

Hypothesis 7

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and their ethnic identification.

Hypothesis 8

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the place where they were raised.

Hypothesis 9

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the place where they were raised.

Hypothesis 10

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the importance they attribute to college.

Hypothesis 11

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the importance they attribute to college.

Hypothesis 12

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the language spoken in public.

Hypothesis 13

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of

exposure to the United States society (as measured by their number of years in the United States) and the language spoken in public.

The major hypotheses pertaining to the self-esteem of Hispanic students were:

Hypothesis 1

Is there a relationship between the self-esteem scores of Hispanic students and their different levels of exposure to the United States society (as measured by their number of years in the United States)?

Hypothesis 2

Is there a relationship between the self-esteem scores of Hispanic students who are from different socioeconomic backgrounds?

Hypothesis 3

Is there a relationship between the self-esteem scores of male and female Hispanic students?

Hypothesis 4

Is there a relationship in the self-esteem scores of Hispanic students and their ethnic identification?

Hypothesis 5

Is there a relationship in the self-esteem scores of Hispanic students and the language spoken in public?

Statistical Procedures

As the discussion in Chapter IV will illustrate, some hypotheses were tested by way of analysis of variance (ANOVA), while others were tested by cross-tabulation analysis. Those tested by the ANOVA procedure was based on level of measurement considerations of the

variables involved. A two-factor analysis of variance procedure was used to test for both possible main and interaction effects. The structure of some hypotheses required that an interaction analysis be utilized. For those hypotheses tested by this procedure, the conventional criterion of .05 or better was used to indicate statistical significance. The results of these analyses, as well as the cross-tabulations, must be interpreted with some caution since normal probability distributions cannot be assumed in terms of the variables.

Other hypotheses employed a cross-tabulation format, again due to the level of measurement of the variables. While the chi-square statistic was originally chosen as the appropriate test for these hypotheses, it was subsequently abandoned because of the lack of appropriate cell frequencies for many of the cross-tabulations. In place of chi-square analysis simple measures of association (Cramer's V and Kendall's Tau-B) were used to indicate possible associations between variables. Correlations of .30 and above will be interpreted as signifying a relationship of interest and in need of analysis and explanation.

Summary

Chapter III has attempted to present a complete description of the procedures and instruments used in conducting this investigation. The first part of the chapter provided the reader with a discussion about the subjects of this study. The entire sample consisted of adult Hispanic students who were enrolled in one of the City Colleges of Chicago - Loop College. All the subjects were either first or

second generation Hispanics residing at the time of this study, in the continental United States. Eighty-two Hispanic students participated in this investigation from a total Hispanic enrollment of 604 students for the Spring Semester 1983, at Loop College. Among the 82 participants, 39 were males and 43 were females. In terms of the birthplace of the participants: 28 students were born in Mexico; 5 students in Puerto Rico; 32 students in other Latin American or Caribbean countries; 15 students in the continental United States, and two students were born in Spain. Among those same students, 21 of them have been living in the United States for less than two years; 22 of them, for two years but less than five years; 11 of them, more than five years but less than 10 years, and 28 students, for 10 years or more.

Data from this investigation were obtained through the use of five instruments. The researcher developed two of the instruments, the Student Questionnaire and the two sets of interviews, one for students and another for faculty/staff members. Both instruments were originated in Spanish and English and were specifically designed for the purposes of this study. The Student Questionnaire was designed to gather all the background information about the students and other attitudinal information pertaining to their academic lives. The Student as well as the Faculty/Personnel Interviews were created to expand and to give the study additional information in terms of feelings, perceptions, and aspirations of particularly selected students and faculty/personnel members at Loop College. The students selected to participate in the interviews reflected particular

characteristics such as: number of years in the United States, place of birth, and socioeconomic status of the family, as well as availability for the interview. All the interviews were taped and transcribed in the original language that the interview was conducted.

The Rosenberg's Self-Esteem Scale was the instrument used to determine the level of self-esteem displayed by the participants in this investigation. This is an instrument that is easy and economical to administer and was translated to Spanish by the researcher.

The Occupational Aspiration Scale (OAS), that was developed by Archibald O. Haller and Irwin W. Miller, and translated to the Spanish by this researcher was the instrument used in this study to determine the level of occupational aspirations of the participants.

The Hollingshead Two-Factor Index of Social Position was used to determine the socioeconomic statuses of the families of the participants.

The data for this investigation were primarily collected the latter part of the Spring Semester, 1983 and during the entire Summer term 1983, at Loop College.

The chapter concluded with a discussion of the statistical procedures used to test all the main hypotheses pertaining to the occupational aspirations of Hispanic students and their self-esteem.

In Chapter IV, the researcher will present an analysis and discussion of the results of the hypotheses tested. In addition, the chapter will document some of the statistical findings with some of the information obtained from the interviews with students as well as with staff members at Loop College. The researcher will attempt to

establish a linkage between the literature and the statistical as well as the documentary findings.

CHAPTER IV

RESULTS AND DISCUSSION

In the previous chapters, the researcher has presented an overview and analysis of the problem in question, as well as a review of the related literature, the procedures and instruments utilized in this study, and the major hypotheses for the study. Chapter IV will present the results of the statistical analysis which have been used to test the thirteen major hypotheses concerning occupational aspirations and the five major hypotheses dealing with the self-esteem as well as a discussion of those results. In addition, the chapter will include some of the results of the interviews with students and faculty/staff members.

The problem under investigation in this study is an examination of the perceptions, occupational aspirations, and the self-esteem of Hispanic students within the context of a public two-year, urban community college. In addition, the researcher wants to explore and document the needs, difficulties and frustrations experienced by Hispanic students in higher education. For this investigation a total of 82 subjects were selected from Loop College, one of the City Colleges of Chicago. All the subjects selected were actively enrolled at Loop College for the Spring Semester, 1983. The subjects were drawn from among the 604 students, who have declared themselves as "Hispanics".

Five instruments were used in this investigation. The

information pertaining to the independent variables was obtained through the use of a questionnaire developed by the researcher. The Rosenberg's Self-Esteem Scale was translated to the Spanish language and was administered in its bilingual form to all subjects to obtain a measure of self-esteem. The Occupational Aspiration was also translated to the Spanish language and used, in its bilingual form to determine the individual level of occupational aspiration. The Hollingshead Two-Factor Index of Social Position was used to determine the socioeconomic status of the subject's family. In addition, two sets of interviews were created, one form for students - The Student Interview Form, and a second form for personnel - The Faculty/Staff Interview Form. These interviews were created to obtain additional information in terms of feelings and perceptions of faculty, staff, and students about the City Colleges of Chicago, that have been untapped by the other instruments.

The organization of this chapter is such that the results of each one of the eighteen major hypotheses will be individually discussed. Relevant information acquired through the Student Interview Form as well as the Faculty/Staff Interview is discussed and integrated in the analysis.

OCCUPATIONAL ASPIRATIONS

Hypothesis #1

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined whether four discrete groups were different from each other in terms of their occupational aspirations: (1) Hispanic students who have resided in the United States for less than two years; (2) Hispanic students who have resided in the United States from two to four years; (3) Hispanic students who have resided in the United States from five to nine years; and (4) Hispanic students who have lived in the United States for ten years or more.

In terms of hypothesis #1, the null hypothesis was accepted for the independent variable groups, as significant differences were not detected for the occupational aspiration of Hispanic students with different levels of exposure to the United States. The F probability indicates that there is no significant differences between groups - PR > F = 0.1852. Table I presents this information in a tabular form.

TABLE I

ANOVA FOR OCCUPATIONAL ASPIRATION SCALE ON NUMBER OF YEARS SPENT IN THE UNITED STATES BY HISPANIC STUDENTS

Source	DF	F Value	PR > F
Number of Years in U.S.	3	1.27	0.1852

Means and Standard Deviations

The Occupational Aspiration Scale assigns higher scores to those occupations with higher levels of prestige within the United States society, the higher the mean score obtained by each individual group of Hispanic students, the higher their occupational aspirations. Therefore, no significant differences were observed for the four

Hispanic groups in terms of the mean scores on the Occupational Aspiration Scale. TABLE II summarizes these findings.

TABLE II

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATION SCALE ON NUMBER OF YEARS SPENT IN THE UNITED STATES BY HISPANIC STUDENTS

	N	X	∝
Group I*	21	51.14	14.35
Group II**	22	51.36	9.62
Group III***	11	52.18	7.95
Group IV****	28	46.54	10.29

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for 10 years or more.

In examining individual Hispanic subgroups mean scores, and although all subgroups mean scores concentrated around the same scores, it can be observed that for Group IV (who have resided in the United States for ten years or more), its mean score tended to be lower (46.54) than the other Hispanic groups. However, Hispanic students in Group II (who have resided in the United States from five to nine years) tended to have the highest mean scores (52.18) and the lowest standard deviation, which indicates homogeneity in occupational aspirations. The reader has to keep in mind that according to the statistical findings for this particular hypothesis, the independent variable, number of years in the United States did not significantly

affect the occupational aspirations of Hispanic students.

In terms of the standard deviations for the different Hispanic groups on the Occupational Aspiration Scale, there was a greater degree of dispersion in the occupational selection exercised by Hispanic students from Group I (who have resided in the United States for less than two years) and Group IV (who have resided in the United States for more than 10 years) than for the other two Hispanic groups, although this finding is not statistically significant. This finding would seem to indicate that students in these two Hispanic groups, Group I and IV, tended to have a lesser degree of agreement in terms of their occupational aspirations. This disagreement in occupational aspirations among members of Group I and IV seems to indicate two possible transitional periods: one from the time of arrival to the United States society to two years and the other, after the Hispanic individual has spent ten years or more in this society. The writer has called them "transitional" periods, because the first one, is a period of learning and experimentation in terms of possible opportunities for social-upward mobility and it is where more scores dispersion is shown (14.35), while the second period, ten years or more of exposure to the United States society, tends to again demand a re-evaluation of societal occupational alternatives and possibilities and it is also shown in the greater dispersion of scores (10.29).

Hypothesis #2

There will be no significant differences between male and female Hispanic students in terms of their occupational aspirations.

In order to test this hypothesis, an analysis of variance was

performed. This hypothesis examined whether Hispanic males in this study are different from Hispanic females on their occupational aspirations.

Null hypothesis #2 was accepted since no significant differences were observed between Hispanic males and females in terms of their occupational aspirations. The F probability indicates that there is no significant differences between groups - PR > F = .4074. Table III presents this information.

TABLE III

ANOVA FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC MALE AND FEMALE STUDENTS

Source	DF	F Value	PR > F
Sex	1	1.34	0.4074

Means and Standard Deviations

Although no significant differences in the mean scores of Hispanic males and females were found, when examining individual Hispanic groups mean scores, it can be observed that overall Hispanic males tend to have higher occupational aspirations than Hispanic females (mean scores of 51.03 vs. 48.63 respectively). Table IV summarizes these findings.

TABLE IV

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC MALE AND FEMALE STUDENTS

Sex	N	$\bar{X}$	σ
Hispanic Male	39	51.03	9.86
Hispanic Female	43	48.63	12.14

In terms of the standard deviations for Hispanic male and female students on their occupational aspirations, there was a greater degree of dispersion on the occupational aspiration scores of Hispanic females (12.14) than on the scores achieved by Hispanic males (9.86). The wider degree of dispersion in the occupational aspirations scores for Hispanic females might be the result of the diametrically opposed social and cultural experiences confronted by the women in the sample. The variability in occupational aspiration scores among the Hispanic females in this study can give the reader an insight into the controversial issue between the holding of traditional cultural patterns and the possible exposure to more liberated ideas in terms of social roles. The researcher perceives that there is a need to research the occupational aspirations of Hispanic females due to their tremendous impact in the job market and their new assumed social roles (as compared to the traditional/male oriented research).

Hypothesis #3

There will be no significant differences in terms of the occupational aspirations of male and female Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined the occupational aspirations of Hispanic male and female students who have resided in the United States for different time spans: (1) for less than two years, (2) from two to four years, (3) from five to nine years, and (4) for ten years

or more.

Null hypothesis #3 was accepted for the independent variable groups, since no significant differences were observed between Hispanic male and female students with different levels of exposure to the United States. The F probability indicates that there are no significant combined interacting effects of the two independent variables: sex and level of exposure to the United States, on the dependent variable, occupational aspirations - PR > F = 0.1790. Table V presents this information.

TABLE V

ANOVA FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC MALE AND FEMALE STUDENTS AND NUMBER OF YEARS IN THE UNITED STATES

Source	DF	F Value	PR > F
Number of Years in U.S. by sex	3	1.67	0.1790

Means and Standard Deviations

Although no significant differences in the mean scores of Hispanic males and females with different levels of exposure to the United States were found, in examining individual mean scores of different Hispanic groups, it is observed that overall Hispanic males who have resided in the United States from two to four years (Group II) tended to score higher on the Occupational Aspiration Scale (mean score of 57.00), while Hispanic females who have resided in the United States for ten years or more (Group IV) tended to score lower on the aforementioned scale (mean score of 43.46). This finding could indicate a possible detrimental effect of time spent in an urban

environment on the occupational aspirations of Hispanic females.

TABLE VI

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC MALE AND FEMALE STUDENTS AND NUMBER OF YEARS IN THE UNITED STATES

		N	X	σ
Group I*	Male	10	48.60	12.59
	Female	11	53.45	16.02
Group II**	Male	8	57.00	9.26
	Female	14	48.14	8.53
Group III***	Male	6	51.67	6.62
	Female	5	52.80	10.11
Group IV****	Male	15	49.20	8.67
	Female	13	43.46	11.46

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for ten years or more.

When examining Table VI, it is observed that the group of Hispanic females who have resided in the United States for less than two years (Group I) had the highest standard deviation (16.02) among all the groups, which tends to indicate a high degree of dispersion in the occupational aspiration scores. Although Hispanic females in Group I tended to receive the highest mean scores (53.45) among the Hispanic females in all the subgroups on the Occupational Aspiration Scale, they had also received the highest variability in scores, which

tends to indicate a high degree of disagreement in terms of their occupational aspirations. However, Hispanic females who have resided in the United States for over ten years (Group IV) received the lowest scores (43.46) among Hispanic females in all the groups, but they tended to have a higher degree of agreement in terms of their occupational aspirations, indicated by a standard deviation of 11.46. Among females, there is a difference of 10.01 in mean scores between Group I and Group IV. This finding tends to indicate an initial high level of occupational aspiration among Hispanic females who have spent a limited span of time in the continental United States; however, this phenomenon might be affected by SES, urban vs. rural dwelling, education and other factors in their native country and the ones confronted in their new environment.

Although the occupational aspirations of Hispanic females tended to decrease with time of residence in an urban-continental United States environment, however, their occupational aspirations tended to become more similar among themselves.

Hypothesis #4

There will be no significant differences in the occupational aspirations of Hispanic students who are from different socioeconomic backgrounds.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined the occupational aspirations of Hispanic students from high, middle and low socioeconomic backgrounds.

Null hypothesis #4 was accepted since no significant differences on occupational aspirations scores were observed between Hispanic

students from different socioeconomic backgrounds. The F probability indicates that there is no significant difference between groups - PR > F = 0.2909.

TABLE VII

ANOVA FOR OCCUPATIONAL ASPIRATIONS ON FAMILY SOCIOECONOMIC STATUS OF HISPANIC STUDENTS

Source	DF	F Value	PR > F
Family Socioeconomic Status	3	1.57	0.2909

Means and Standard Deviations

In this investigation the mean scores on the Occupational Aspiration Scale followed the same pattern as the socioeconomic statuses of its subjects. Students from high SES achieved the highest mean scores (53.78) on the Occupational Aspiration Scale, followed by subjects from a middle SES, who achieved intermediate scores on the aforementioned scale (49.48), while the subjects from low SES, achieved the lowest mean scores on the same scale (45.70). However, as the researcher has mentioned, the difference in mean scores between subjects from different socioeconomic statuses was not statistically significant. Overall these results tend to point out to the fact that Hispanic subjects from low socioeconomic statuses tend to have similar occupational aspirations than their Hispanic counterparts from higher socioeconomic statuses, although their educational and pre-vocational experiences have been hampered from an early age.

In terms of the standard deviations, the subjects from high SES tended to have the greater degree of dispersion in terms of their occupational aspirations (13.43), which tends to point out to a lesser

degree of agreement in terms of their occupational aspirations. The occupational aspirations of subjects from middle and low SES backgrounds tended to be more cohesive and homogeneous among themselves. This finding would seem to indicate a lesser degree of flexibility in terms of the exploration and aspiration of different occupations among middle and low income students.

TABLE VIII

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS ON FAMILY SOCIOECONOMIC STATUS OF HISPANIC STUDENTS

Family SES	N	$\bar{X}$	σ
High	9	53.78	13.43
Middle	61	49.48	9.54
Low	10	45.70	9.71
No Answer	2	61.00	41.01

Hypothesis #5

There will be no significant differences in the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and who are from different socioeconomic backgrounds.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined the occupational aspirations of Hispanic students who have resided in the United States for different time spans: (1) for less than two years, (2) from two to four years, (3) from five to nine years, and (4) for ten years or more, and who are also the product of different socioeconomic statuses. Therefore, this hypothesis is analyzing the possible interaction effects of

number of years in the United States and the family socioeconomic status on the occupational aspiration of Hispanic students.

Null hypothesis #5 was rejected, since significant differences were observed in the occupational aspirations of Hispanic students who have resided in the United States for different time spans and who are from different socioeconomic backgrounds. The F probability indicates that there is a significant difference between groups - PR > F = 0.0023. Table IX presents this information.

TABLE IX

ANOVA FOR OCCUPATIONAL ASPIRATIONS ON FAMILY SOCIOECONOMIC STATUS AND NUMBER OF YEARS SPENT IN THE UNITED STATES

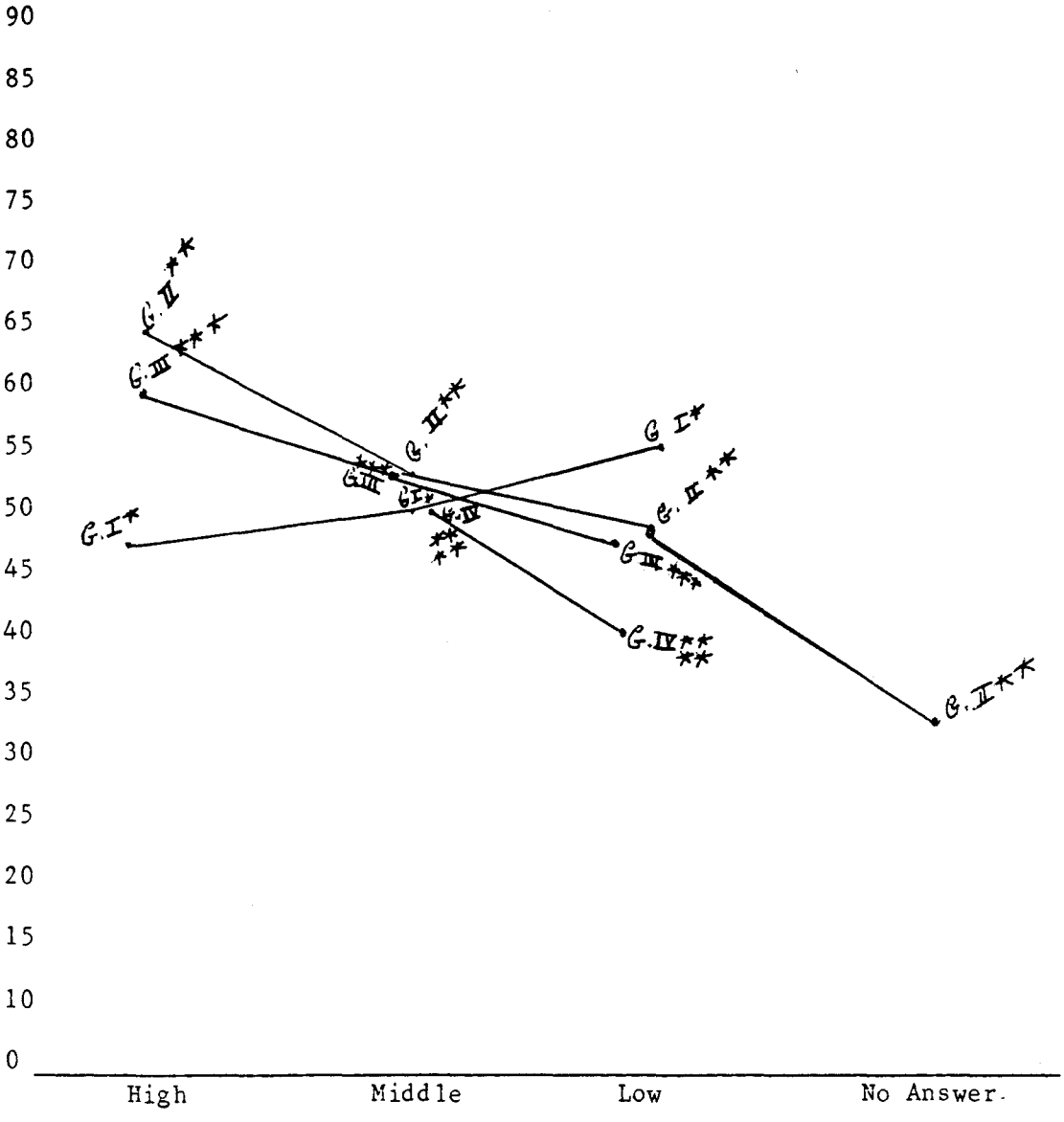
Source	DF	F Value	PR > F
Number of years in U.S. by SES	6	3.84	0.0023

Although the researcher has accepted null hypotheses #1 and #4, since no main effects were found between the time the Hispanic students have spent in the United States and their particular socioeconomic statuses on their occupational aspirations; null hypothesis #5 has been rejected since there is a significant combined interacting effect between the two independent variables: number of years in the United States and family socioeconomic status on the dependent variable, occupational aspirations.

The illustration offered on Graph I suggests that Group I (who has spent less than two years in the United States) tends to aspire to more prestigious occupations when they are from lower socioeconomic backgrounds. While Groups II, III, and IV, which are comprised of

GRAPH I

MEAN SCORES ON THE OCCUPATIONAL ASPIRATION SCALE OF HISPANIC STUDENTS WITH DIFFERENT LEVELS OF EXPOSURE TO UNITED STATES AND FAMILY SES



*Hispanic students who have resided in the U.S. for less than two years.

**Hispanic students who have resided in the U.S. from two to four years.

***Hispanic students who have resided in the U.S. from five to nine years.

****Hispanic students who have resided in the U.S. for ten years or more.

Hispanic students who have spent from two to ten or more years in the United States, tend to be directly affected in terms of their occupational aspirations by their socioeconomic statuses. These findings indicated that Hispanic students who are newcomers to the United States and who are from lower socioeconomic backgrounds tend to aspire to higher and more prestigious occupations than new arrivers from higher socioeconomic strata. This might occur as the result of an idea that the United States is the "land of opportunity" for the immigrants, which more deeply tends to affect people from lower socioeconomic backgrounds in search of better social and economic conditions. However, Graph I indicates that although Hispanic students who have spent from two to four years in the United States (Group II) and those who have spent from five to nine years (Group III) tend to also aspire to high and prestigious occupations, this phenomenon tends to decrease when their socioeconomic status decreases. The same effect is observed with Hispanic students who have spent ten or more years in the United States (Group IV). Therefore, the effects of migration to the United States for Hispanic students tend to affect positively the occupational aspirations of these individuals in the beginning of the process, however after a while the migration process tends to decrease or hamper the occupational aspirations of low socioeconomic status individuals while increasing the aspirations of high socioeconomic status students. Table X presents this information.

TABLE X

MEANS AND STANDARD DEVIATIONS ON NUMBER OF YEARS IN THE UNITED STATES AND FAMILY SOCIOECONOMIC STATUS OF HISPANIC STUDENTS ON OCCUPATIONAL ASPIRATIONS

	Family SES	N	$\bar{X}$	σ
Group I*	High	5	47.20	15.06
	Middle	14	49.57	11.02
	Low	1	54.00	
	No Answer	1		
Group II**	High	2	64.50	4.95
	Middle	16	51.81	7.87
	Low	3	46.67	10.07
	No Answer	1	32.00	
Group III***	High	2	59.50	0.71
	Middle	6	51.83	8.30
	Low	3	48.00	7.94
Group IV****	High	0	0	0
	Middle	25	47.36	9.95
	Low	3	39.67	12.70

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for ten years or more.

Hypothesis #6

There will be no significant differences in terms of the occupational aspirations of Hispanic students and their ethnic identification.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined how the ethnic self-identification of Hispanic students: (1) Mexican or Mexican-American;

(2) Puerto Rican; (3) other Hispanics, or (4) American tend to affect their occupational aspirations.

In terms of hypothesis #6, the null hypothesis was accepted for the independent variable ethnic identification since no significant differences were observed. The F probability indicates that there is no significant difference between groups - PR > F = 0.6702. Table XI presents a summary of these results.

TABLE XI

ANOVA FOR OCCUPATIONAL ASPIRATIONS ON ETHNIC IDENTIFICATION OF HISPANIC STUDENTS

Source	DF	F Value	PR > F
Ethnic Identification	3	0.50	0.6702

Means and Standard Deviations

Although significant differences in occupational aspiration scores were not observed when controlling for the independent variable - ethnic identification, a further examination of the individual scores for the Hispanic subgroups provides some additional information. The Hispanic students that identified themselves as "Other Hispanics" received the highest mean scores - 52.64, however, when the standard deviations were considered, they were the ones with the greatest degree of dispersion (12.60), which tends to indicate the higher variability and heterogeneity in scores. The subgroup "Other Hispanics" has grouped all the other Hispanic subgroups which have not been recognized as the main subgroups in the country, such as Cubans, Colombians, Venezuelans, etc. Therefore, the wide degree of dispersion on the occupational aspiration scale for this subgroup

tends to illustrate the different social positions and needs of individual groups which comprise the subgroup concept "Other Hispanics". Table XII presents these results.

TABLE XII

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS ON ETHNIC IDENTIFICATION OF HISPANIC STUDENTS

Ethnic Identification	N	$\bar{X}$	σ
Mexican or Mexican American	39	47.77	10.02
Puerto Rican	9	48.67	8.80
Other Hispanics	33	52.64	12.60
American	1	43.00	--

It is interesting to observe that only one individual in the entire sample, which consisted of 82 participants, identified himself as "American" and also achieved the lowest mean score (43.00). It was estimated that more Hispanic students will self-classify themselves as "Americans" since fifteen (18.3%) of the eighty-two students in the sample were born in the continental United States and twenty-eight students or 34.1% have resided in the continental United States for 10 years or more. Therefore, it was surprising that after long periods of cultural socialization, these Hispanic students were still feeling themselves as part of the Hispanic culture.

Hypothesis #7

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and their ethnic identification.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined the combined interacting effects of two independent variables: ethnic identification - Mexican or Mexican American, Puerto Rican, Other Hispanics and American, and number of years spent in the United States on the dependent variable, occupational aspirations.

Null hypothesis #7 was accepted for the independent variables, ethnic identification and number of years spent in the United States, since no significant combined interaction effects were observed on the dependent variable, occupational aspirations. The F probability indicates that there is no significant combined interacting effect - PR > F = 0.8080. Table XIII presents these results.

TABLE XIII

ANOVA FOR OCCUPATIONAL ASPIRATIONS ON ETHNIC IDENTIFICATION OF HISPANIC STUDENTS AND NUMBER OF YEARS IN THE UNITED STATES

Source	DF	F Value	PR > F
Number of Years in the U.S. by Ethnic Identification	5	0.46	0.8080

Means and Standard Deviations

Although for hypothesis #7 no significant combined interaction effects were found between the self-declared ethnic identity of the Hispanic students in the sample and the number of years that they have spent in the United States on their occupational aspirations, it is considered useful to examine the mean scores and the standard deviations to obtain a better insight. In terms of the mean scores for the occupational aspirations, it has been observed that students

who have self-classified as Mexican or Mexican Americans, and those who have classified themselves as Puerto Ricans and who have spent from two to four years in the United States, tend to receive the highest scores - 51.00 and 55.50 respectively for their particular ethnic subgroup. Among the students who classified themselves as "Other Hispanics", the highest occupational mean scores were received by those who have resided in the United States from five to nine years (55.40). Only one Hispanic student self-classified himself as "American" with a mean score of 43.00. This student who has self-classified as "American" has spent ten years or more in the United States. Table XIV presents these results.

TABLE XIV

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON NUMBER OF YEARS IN THE UNITED STATES AND ETHNIC IDENTIFICATION

	Ethnic Identity	N	$\bar{X}$	σ
Group I*	Mex/Mex American	6	49.17	11.25
	Puerto Rican	2	42.00	11.31
	Other Hispanics	13	53.46	16.06
	American	-	-	-
Group II**	Mex/Mex American	7	51.00	8.02
	Puerto Rican	2	55.50	7.78
	Other Hispanics	13	50.92	11.03
	American	-	-	-
Group III***	Mex/Mex American	6	49.50	6.98
	Puerto Rican	-	-	-
	Other Hispanics	5	55.40	8.56
	American	-	-	-
Group IV****	Mex/Mex American	20	45.70	11.16
	Puerto Rican	5	48.60	7.89
	Other Hispanics	2	51.50	12.02
	American	1	43.00	-

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for ten years or more.

In terms of the standard deviation for the occupational aspiration scores, the Hispanic subgroup of "Mexican or Mexican-American" students who have spent from five to nine years in the United States, tend to have the least degree of dispersion in their scores (6.98) compared with the Hispanic subgroup of "Other Hispanics" who have spent less than two years in the United States and who tend

to have the greater degree of dispersion in their particular scores (16.06). This event may be due to the fact that Mexican students who have lived in the United States for more than five years tend to be more knowledgeable of the occupational ladder in this society and the difficulties attached to obtain upward mobility. However, newcomers to the United States society, especially from developing societies, tend to fantasize about the strength of the United States economy and the job opportunities available.

Hypothesis #8

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the place where they were raised.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined whether Hispanic students who have been raised in different settings such as: Mexico, Puerto Rico, Latin American/Caribbean countries, the continental United States or any other place are different from each other on their occupational aspirations.

In terms of hypothesis #8, the null hypothesis was accepted for the independent variable groups since no significant differences were detected for the occupational aspirations of Hispanic students who have been raised in different settings. The F probability indicates that there are no significant differences between groups - PR > F = 0.7796. Table XV presents this information.

TABLE XV

ANOVA FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON RAISING PLACE

Source	DF	F Value	PR > F
Raising Place	4	0.38	0.7796

Means and Standard Deviations

Although no significant differences in the mean scores on the Occupational Aspiration Scale were found, when examining individual Hispanic groups mean scores, it can be observed that Hispanic students who were raised in the Latin American or Caribbean countries received the highest mean scores (52.71) and students who were raised in the continental United States received the lowest mean scores (46.65). This difference in mean scores in occupational aspirations between Hispanic groups, although not representing a significant statistical difference, might occur as the result of a greater exposure level to different and more prestigious occupations received by Hispanic students who were raised in the Latin American/Caribbean countries. In addition, it is important to remember that Hispanic students who have been raised in their native milieu tend to have the social and cultural support of their societies, since they represent their social by-products. By the same token, many of these students who have been raised in Latin American/Caribbean countries represent the by-product of a process of selected migration, where the selection has been based on attributes such as economic resources, color, race, etc. that the government of those countries have considered beneficial for their external image. In contraposition to this, it is noticed that

Hispanic students who have been raised in the continental United States have always been considered minority individuals, where their cultural traditions tend to reflect a different vision from what is considered to be the norm. Therefore, these Hispanic individuals raised in the continental United Sates more than likely have not received the attention, education, and exposure to prestigious occupations. Moreso, Hispanics in the continental United States are not expected to acquire high paying or prestigious jobs.[1] Hispanics are always perceived in this society as the executors of menial and service oriented jobs.

TABLE XVI

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON RAISING PLACE

Raising Place	N	X	σ
Mexico	25	48.36	9.25
Puerto Rico	4	50.50	11.90
Latin American or Caribbean	31	52.71	13.01
Continental U.S.	20	46.65	10.07
Other	2	51.50	0.71

An analysis of the standard deviations from Table XVI indicates that the Hispanic students who were raised in other Spanish-speaking countries, outside the Latin American or Caribbean regions, received

---

[1] Luis Nieves Falcón, El Emigrante Puertorriqueño (Rio Piedras, Puerto Rico: Editorial Edil, Inc, 1975). See also Eduardo Seda Bonilla, "Elemigrante puertoriqueño en la Estructura Social Norteamericana," in Requiem por una cultura (Rio Piedras, Puerto Rico: Bayoan Editions, 1972), pp. 146-171.

the lowest standard deviation (0.71) among all the other Hispanic groups, which indicates that their occupational aspirations tend to be more homogeneous than other Hispanic groups represented in the sample. However, students who have been raised in the Latin American or Caribbean countries, although they received the highest scores on the Occupational Aspiration Scale, have also received the highest standard deviations among all the Hispanic groups, which tends to indicate heterogeneity and more variability in occupational aspirations. The reader should keep in mind the great degree of diversity in traditions and cultures displayed by the members of the sample who are representing the Latin American and Caribbean countries.

Hypothesis #9

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the place where they were raised.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis analyzes the combined and possible interaction effects of two independent variables: number of years spent by the Hispanic students in the continental United States and country where Hispanic students have been raised, such as Mexico, Puerto Rico, Latin America or the Caribbean countries or any other place on the dependent variable, occupational aspirations.

Null hypothesis #9 was accepted since no significant combined interaction effects were detected for the two independent variables on the occupational aspirations of Hispanic students. The F probability

indicates that there are not significant combined effects of number of years spent in the continental United States and the country where Hispanic students have been raised - PR > F = 0.7561. Table XVII presents this information.

TABLE XVII

ANOVA FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON NUMBER OF YEARS IN THE UNITED STATES AND RAISING PLACE

Source	DF	F Value	PR > F
Number of Years in the U.S. by Raising Place	7	0.60	0.7561

Means and Standard Deviations

Although no significant statistical combined interaction effects were found between the independent variables, the number of years spent in the United States by the Hispanic students and the place where these students were raised on the dependent variable, occupational aspirations, it is useful to examine the mean scores and the standard deviations for every Hispanic group as a way of acquiring more detailed knowledge of the behavior displayed by the members of each of these groups. Table XVIII indicates the mean scores and the standard deviations for each one of the Hispanic subgroups.

TABLE XVIII

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON NUMBER OF YEARS IN THE UNITED STATES AND RAISING PLACE

	Raising Place	N	$\bar{X}$	σ
Group I*	Mexico	6	49.17	11.25
	Puerto Rico	1	34.00	-
	Latin American/ Caribbean Country	12	53.67	16.76
	Continental U.S.	1	50.00	0
	Other	1	51.00	
Group II**	Mexico	7	51.00	8.02
	Puerto Rico	2	55.50	7.78
	Latin American/ Caribbean Country	12	50.83	11.52
	Continental U.S.	-	-	-
	Other	1	52.00	-
Group III***	Mexico	6	49.50	6.98
	Puerto Rico	-	-	-
	Latin American/ Caribbean Country	5	55.40	8.56
	Continental U.S.	-	-	-
	Other	-	-	-
Group IV****	Mexico	6	43.33	10.76
	Puerto Rico	1	57.00	-
	Latin American/ Caribbean Country	2	51.50	12.02
	Continental U.S.	19	46.47	10.31
	Other	-	-	-

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for ten years or more.

When analyzing the mean scores for Group I (Hispanic students who have resided in the United States for less than two years), it is

observed that those Hispanic students who have been raised in the Latin American or Caribbean countries (except Puerto Rico) tend to receive the highest mean scores for that particular group (53.67) on the Occupational Aspiration Scale, which indicates that they tend to aspire to more prestigious occupations. However, Hispanic students who were raised in Mexico tended to receive the lowest standard deviation (11.25) for Group I, which indicates less variability in the occupational aspiration scores, although their mean scores tended to also be one of the lowest for that particular group. It was interesting to observe that the lowest mean score for Group I was received by a Puerto Rican student (34.00), eventhough, in relationship to other Hispanic groups, Puerto Ricans, in theory, suppose to possess better opportunities to acquire jobs, since they are citizens. However, in this writer's estimation the citizenship possessed by Puerto Ricans has not changed their detrimental economic situation on the Island or the continental United States since in this society, there is a lack of knowledge and understanding of the differences and similarities of the individual Hispanic subgroups that are comprised within the label "Hispanics".

In terms of the mean scores for Group II (Hispanic students who have resided in the United States from two to four years), it is observed that students who were raised in Puerto Rico achieved the highest mean scores (55.50) on the Occupational Aspiration Scales and the lowest standard deviation (7.78) for that particular group. Those two factors tend to indicate that not only Puerto Rican students in Group II received higher occupational aspiration scores than the other

Hispanic students in that group, but that their scores tend to cluster together with a low variability rate.

In Group III (Hispanic students who have resided in the United States from five to nine years), the Hispanic students who were raised in a Latin American or Caribbean country received the highest mean scores (55.40) on the Occupational Aspiration Scale. However, the Hispanic students in that group, those who were raised in Mexico, had the lowest standard deviation (6.98) for that group, eventhough their mean scores were the lowest (49.50) for Group III.

In Group IV (Hispanic students who have resided in the United States for ten years or more), those Hispanic students who were raised in Puerto Rico achieved the highest mean scores (57.00) on the Occupational Aspiration Scale for that particular group. However, students who were raised in the continental United States had the lowest standard deviation (10.31), which indicates more homogeneous scores.

Hypothesis #10

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the importance they attribute to college.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis analyzes the main effect of the importance attributed to college by Hispanic students on the dependent variable, occupational aspirations.

Null hypothesis #10 was rejected since a significant difference was detected for the independent variable, the importance attributed

to college. The F probability indicates that there is a significant difference - PR > F = 0.0298. Table XIX gives this information.

TABLE XIX

ANOVA FOR OCCUPATIONAL ASPIRATION ON IMPORTANCE ATTRIBUTED TO COLLEGE BY HISPANIC STUDENTS

Source	DF	F Value	PR > F
Importance Attributed to College	2	3.65	0.0298

Means and Standard Deviations

The Hispanic students who attributed a greater importance to be enrolled in college were the ones with higher mean scores on the Occupational Aspiration Scale. The students who expressed that college was "very important" for them received a mean score of 49.67, and the students who responded that college "was important" for them received a mean score of 49.82. Otherwise, the Hispanic students who assumed a neutral stand (either positive or negative answer to the question) received a mean score of 28.50. Therefore, those Hispanic students who were not decisive in terms of the importance of college for the total enrichment of their lives, were neither decisive in terms of their occupational aspirations. Eighty of the Hispanic students in the sample attributed a great deal of importance to receiving a college education. This fact has major implications for the community colleges as well as for higher education in general, since the institutions of higher education can count on a great deal of motivation and commitment emanating from the Hispanic students who are actually enrolled in these institutions. However, commitment and motivation alone do not always add up to success; many of these

Hispanic students are in need of special services and counseling that will enhance their academic skills as well as their morale. Table XX presents these results.

TABLE XX

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS AND THE IMPORTANCE ATTRIBUTED TO COLLEGE

	N	X	σ
Very Important	69	49.67	12.39
Important	11	49.82	9.31
Not Important	0	-	-
No Answer	2	28.50	4.95

Hypothesis #11

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the importance they attribute to college.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis analyzes the possible combined interaction effects of two independent variables: number of years spent by the Hispanic students in the United States and the importance that these students have attributed to a college degree on the dependent variable, occupational aspirations.

Null hypothesis #11 was accepted since no significant combined interaction effects were detected for the two independent variables on the occupational aspirations of Hispanic students. The F probability

indicates that there is not a significant combined effect of number of years spent in the United States and the importance these students have attributed to a college degree - PR > F = 0.9265. Table XXI presents this information.

TABLE XXI

ANOVA FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON NUMBER OF YEARS IN THE UNITED STATES AND THE IMPORTANCE ATTRIBUTED TO COLLEGE

Source	DF	F Value	PR > F
Number of Years in the U.S. by Importance Attributed to College	4	0.22	0.9265

Means and Standard Deviations

Although the combined interaction effects of the two independent variables, number of years in the United States and the importance attributed to a college degree were not statistically significant, it is relevant to analyze the different Hispanic groups in terms of their mean scores and standard deviations to acquire more information about each of these groups. It is interesting to observe that the lowest mean scores on the Occupational Aspiration Scale were obtained by two extreme groups. One of the groups was represented by an individual who has lived in the United States for over ten years (in Group IV) and who did not have an answer to the question on how relevant college was for him (25.00 mean score). The other lowest score was received by another student who did not have an answer pertaining to the relevance of college (in Group I) and who have lived in the United States for less than two years (32.00 mean score). The highest mean scores were achieved by students in Group I (students who have spent

two years or less in the United States) and who have answered the aforementioned question as "important" (53.67 mean score). Table XXII presents this information.

TABLE XXII

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON NUMBER OF YEARS IN THE UNITED STATES AND IMPORTANCE ATTRIBUTED TO COLLEGE

	Importance Attributed to College	N	X	σ
Group I*	Very Important	17	51.82	15.03
	Important	3	53.67	7.37
	Not Important	-	-	-
	No Answer	1	32.00	-
Group II**	Very Important	18	51.11	9.41
	Important	4	52.50	12.04
	Not Important	-	-	-
	No Answer	-	-	-
Group III***	Very Important	10	52.90	7.99
	Important	1	45.00	-
	Not Important	-	-	-
	No Answer	-	-	-
Group IV****	Very Important	24	47.75	9.81
	Important	3	44.00	7.94
	Not Important	-	-	-
	No Answer	1	25.00	-

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for ten years or more.

Table XXII presents an important piece of information, the Hispanic students in this sample tend to attribute a great deal of importance to their college education. Not one of the 82 participants

in this study attributed a negative importance to their college education. Considering this information, it is the opinion of this researcher that higher education should make Hispanics part of its target population and more specific efforts should be put to channel this motivation and enthusiasm.

Hypothesis #12

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the language spoken in public.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis examined whether the language spoken in public by the Hispanic students in the sample influenced their occupational aspirations.

Null hypothesis #12 was accepted for the independent variable, language spoken in public, since no significant main effects were detected on the occupational aspirations of the Hispanic students. The F probability indicates no main effect - PR > F = 0.3343. Table XIII presents these results.

TABLE XXIII

ANOVA FOR OCCUPATIONAL ASPIRATIONS ON LANGUAGE SPOKEN IN PUBLIC BY HISPANIC STUDENTS

Source	DF	F Value	PR > F
Language spoken in public	2	0.39	0.3343

Means and Standard Deviations

The Hispanic students who have spoken Spanish in public represented the group with the highest mean scores on the Occupational

Aspiration Scale (51.53), followed by the Hispanic students who have spoken both languages - Spanish and English in public (48.00), and the lowest mean scores were received by Hispanic students who have only spoken English in public (47.61). Table XXIV presents these results.

TABLE XXIV

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS ON LANGUAGE SPOKEN IN PUBLIC BY HISPANIC STUDENTS

Language	N	$\bar{X}$	σ
Spanish	43	51.53	11.25
English	18	47.61	10.04
Both Equally	21	48.00	11.59

It is surprising to find that Hispanic students who predominantly speak Spanish in public tend to receive higher mean scores on the Occupational Aspiration Scale, although not at statistically significant level. Apparently at the time of this research, Hispanic students who predominantly spoke Spanish in public have been surrounded by other Hispanics, who preferred to speak Spanish and, therefore, the particular influencing milieu has been one where Spanish was prevalent. This finding is interesting since Hispanic students who predominantly speak English in public received lower mean scores on the Occupational Aspiration Scale than not only those whose language in public was Spanish, but of those who also tended to communicate in both languages in public. However, students whose primary language is English tend to feel their minority status in a Hispanic milieu where Spanish is predominantly spoken.

The researcher wants to reiterate that the language spoken in

public did not have any significant main effect on the occupational aspirations of Hispanic students. This finding could be explained by the fact that although languge spoken in public is an important survival skill in terms of better job opportunities and greater accessibility to services, language itself does not necessarily determine the occupational aspirations of students.

Hypothesis #13

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the language spoken in public.

In order to test this hypothesis, an analysis of variance was performed. This hypothesis analyzes the possible combined interaction effects of two independent variables: number of years spent in the United States and the predominant language spoken in public by the Hispanic students on the dependent variable, occupational aspirations.

Null hypothesis #13 was accepted since no significant combined interaction effects were detected from number of years spent in the United States and language spoken in public on the occupational aspirations of the Hispanic sudents. The F probability indicates that there were not significant combined interacting effects - PR > F = 0.1192. Table XXV presents this information.

TABLE XXV

ANOVA FOR OCCUPATIONAL ASPIRATIONS ON NUMBER OF YEARS IN THE UNITED STATES AND LANGUAGE SPOKEN IN PUBLIC BY HISPANIC STUDENTS

Source	DF	F Value	PR > F
Number of Years in the U.S. by language spoken in public	6	1.76	0.1192

Means and Standard Deviations

Although the combined interaction effects of number of years in the United States and language spoken in public did not create significant statistical differences on the occupational aspirations of the Hispanic students, the analysis of means and standard deviations will provide the reader with additional information. Table XXVI provides the means and standard deviations for hypothesis #13.

TABLE XXVI

MEANS AND STANDARD DEVIATIONS FOR OCCUPATIONAL ASPIRATIONS OF HISPANIC STUDENTS ON NUMBER OF YEARS SPENT IN THE UNITED STATES AND LANGUAGE SPOKEN IN PUBLIC

	Language Spoken in Public	N	$\bar{X}$	σ
Group I*	Spanish	17	52.71	15.14
	English	2	47.50	3.54
	Both Equally	2	41.50	13.44
Group II**	Spanish	13	50.00	8.35
	English	1	32.00	-
	Both Equally	8	56.00	8.77
Group III***	Spanish	7	52.57	6.95
	English	1	65.00	-
	Both Equally	3	47.00	6.93
Group IV****	Spanish	6	50.33	9.52
	English	14	47.50	9.43
	Both Equally	8	42.00	11.87

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for 10 years or more.

It is evident to the reader that this study has used adult subjects who have come to this society with a set of values and preconceived ideas about the job market, which might be altered by what they will or have experienced in this society. The particular language spoken in public by the Hispanic students in this study has not proven to be a determinant factor, not even associated with number of years spent in the United States. However, it is beneficial to this study to establish some speculations based on the information

contained in Table XXVI.

It is interesting to observe on Table XXVI a possible pattern that is established between length of time in the continental United States and the language spoken in public and the scores received on the Occupational Aspiration Scale. For Group I, which consists of Hispanic students who have spent less than two years in the United States, Spanish was the language used in public by a greater number of students and these students received the highest mean scores on the Occupational Aspiration Scale (52.71). In Group II, consisting of Hispanic students who have resided in the continental United States from two to four years, a greater number of students, have used Spanish as the means for public communication. However, among the students in Group II, the Hispanic students who have used both languages equally, Spanish and English, received the highest mean scores (56.00) among members of that group. In Group III, consisting of students who have resided in the United States from five to nine years, the highest score for that particular group was received by one student who has spoken English in public (65.00), although a greater number of the students in Group III preferred to speak Spanish. In terms of Group IV, a greater number of Hispanic students preferred to speak English in public, however the highest mean scores for that particular group were received by those students who preferred to speak Spanish in public (50.33). In Groups I, II, and III Spanish was the language preferred by Hispanic students to communicate in public, however, students who spoke that language not always received the highest mean scores on the Occupational Aspiration Scale.

SELF-ESTEEM

Hypothesis #1

Is there a relationship between the self-esteem scores of Hispanic students and their different levels of exposure to the United States society (as measured by their number of years in the United States)?

In order to test this hypothesis, the researcher computed Kendall's Tau-B in order to determine rank-order correlation of variables. Kendall's Tau-B uses a coefficient that can vary from -1 to +1 according to the level of agreement or disagreement between variables.[2]

According to Kendall's Tau-B correlation coefficient, the relationship between number of years spent in the United States and the self-esteem of Hispanic students is negligible -0.020.

---

[2]Norman H. Nie, et al, SPSS: Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company), pp. 277, 289-290.

TABLE XXVII

CROSSTABULATIONS FOR NUMBER OF YEARS IN THE UNITED STATES BY SELF-ESTEEM OF HISPANIC STUDENTS

Number of Years in the U.S.	Self-Esteem Scores High	Medium	Low	Total
Group I*	18	3	0	21
	(85.71%)	(14.29%)	(00.00%)	(25.61%)
	(26.47%)	(23.08%)	(00.00%)	
Group II**	17	4	1	22
	(77.27%)	(18.18%)	(4.55%)	(26.83%)
	(25.00%)	(30.77%)	(100%)	
Group III***	9	2	0	11
	(81.82%)	(18.18%)	(00.00%)	(13.41%)
	(13.24%)	(15.38%)	(00.00%)	
Group IV****	24	4	0	28
	(85.71%)	(14.29%)	(00.00%)	(34.15%)
	(35.29%)	(30.77%)	(00.00%)	
Total	68	13	1	82
	(82.93%)	(15.85%)	(1.22%)	(100%)

*Hispanic students who have resided in the U.S. for less than two years.
**Hispanic students who have resided in the U.S. from two to four years.
***Hispanic students who have resided in the U.S. from five to nine years.
****Hispanic students who have resided in the U.S. for 10 years or more.

Analyzing Table XXVII, it is noticeable that over three-fourths of the eighty-two Hispanic students in the sample, regardless of the time spent in the United States tend to possess a high degree of self-esteem. Eighty-three percent of the sample (82.93%) scored high on the Rosenberg's Self-Esteem Scale, with only 15.85 percent receiving medium scores and 1.22 percent scoring low on the same scale. When time spent in the United States is considered, 86 percent

of the individuals in both Group I (who have resided for less than two years in the United States) and Group IV (who have resided for ten years or more in the United States) scored high on the Rosenberg's Self-Esteem Scale. However, it was found that individuals in the other two groups, Group II (who have resided in the United States from two to four years) and Group III (who have resided in the United States from five to nine years) also achieved high scores on the Rosenberg's Self-Esteem Scale, 77.27 percent and 81.82 percent, respectively.

Only one subject in the entire sample scored low in the self-esteem scale and who represented a 4.55 percent of all the individuals in Group II (individuals who have resided in the United States from two to four yers). Fourteen percent of individuals in Group I (who have resided for less than two years in the United States) as well as in Group IV (who have resided for ten or more years in the United States) scored in the medium range on the Rosenberg's Self-Esteem Scale. But 18 percent of individuals in both Group II and III scored in the intermediate range in the same self-esteem scale.

As previously specified, the above findings do not represent a significant correlation among these discrete groups. However, it is interesting to observe that the individuals who have only resided in the United States for less than two years, as well as those who have resided for more than ten years, tended to exhibit higher self-esteem scores than the intermediate groups such as individuals in Group II (who have resided from two to four years in the United States) as well as in Group III (individuals who have resided from five to nine years in

the United States). This observation tends to be important since self-esteem is positively affected at the very beginning of the residence period in the United States as well as after an "adaptation period" (which could be considered between two and nine years of residence) in the foreign country. The researcher speculates that at the beginning of the residence period the Hispanic individual is still optimistic about possible avenues for success and social mobility within the new environment and the individual himself is still more impacted by events occurring in his native country and his immediate Hispanic community, while after two years or more the "real" adaptation process starts where the individual has to deal with issues from a realistic perspective, at that point he perceives the limitations and problems impelling social and economic mobility. After the adaptation period is over, the individual is better aware of language, limitations as well as possible alternatives for social and economic mobility, therefore all this knowledge about environment, language and himself in relationship to both of these aspects tend to enhance his self-esteem.

Hypothesis #2

Is there a relationship between the self-esteem scores of Hispanic students who are from different socioeconomic backgrounds?

In order to test this hypothesis, the researcher computed Cramer's V to determine the degree of association between self-esteem scores and the family socioeconomic status. Cramer's V ranges from 0 to +1, therefore, a large value of "V" merely signifies that a high degree of association exists. However, Cramer's V does not reveal the

manner in which the variables are associated.[3]

According to Cramer's V, the relationship between the independent variable, in this case family socioeconomic status and the dependent variable self-esteem is fairly strong and positive at 0.416.

TABLE XXVIII

CROSSTABULATIONS FOR SELF-ESTEEM BY FAMILY SOCIOECONOMIC STATUS OF HISPANIC STUDENTS

	Family Socioeconomic Status				
Self-Esteem	High	Middle	Low	No Answer	Total
High	8 (11.76%) (88.89%)	52 (76.47%) (83.87%)	7 (10.29%) (70.00%)	1 (1.47%) (50.00%)	68 (81.93%)
Medium	1 (7.69%) (11.11%)	9 (69.23%) (14.52%)	3 (23.08%) (30.00%)	0 (0.00) (0.00)	13 (15.66%)
Low	0 (0.00) (0.00)	0 (0.00) (0.00)	0 (0.00) (0.00)	1 (100%) (50.00%)	1 (1.20%)
Total	9 (10.84%)	61 (74.70%)	10 (12.05%)	2 (2.41%)	82 (100%)

An analysis of Table XXVIII indicates that more than three-fourths (81.93%) of all the Hispanic students in the sample scored high on the Rosenberg's Self-Esteem Scale, regardless of their socioeconomic statuses. In addition, 15.66 percent of all Hispanic students in the sample received medium scores on the aforementioned scale, with only 1.20 percent of the students scoring low.

However, when analyzing the influence of the family socioeconomic status on the level of self-esteem possessed by the students, it is

---

[3]Nie, et al, op.cit., pp. 224-225.

noticeable that the higher the socioeconomic status of the individual the higher his self-esteem, as indicated by the percentage count on Table XXVIII. In terms of this study, 88.89 percent of high SES students scored high on the Rosenberg's Self-Esteem Scale, compared to 83.87 percent of the students in the middle SES category, and 70 percent of the students in the low SES category. In terms of the students who scored in the medium range on the Rosenberg's Self-Esteem Scale, it was observed: an inverse relationship the lower the socioeconomic statuses of the students the higher the percentage rate. Only 11.11 percent of the students from high SES obtained medium scores on the self-esteem scale, while 14.25 percent of the students from middle SES and 30 percent of the students from low SES placed in that same category, showing a percentage difference of 18.89 percent between students from low SES and their counterparts from high SES. Meanwhile, only one student received a low score on the Rosenberg's Self-Esteem Scale, but the individual did not provide the researcher with his socioeconomic status.

Hypothesis #3

Is there a relationship in the self-esteem scores of Hispanic students and their ethnic identification?

In order to test this hypothesis, the researcher computed Cramer's V to determine the degree of association between the self-esteem scores and the way in which the students ethnically identify themselves. The independent variable - "ethnic identity" contained four sub-categories: Mexican/Mexican American, Puerto Rican, other Hispanics, and American. As mentioned previously Cramer's V

ranges from 0 to +1, and with this particular hypothesis, it was found that a weak association, 0.150, existed between the independent variable, ethnic identity and the dependent variable, self-esteem. Table XXIX presents this information.

TABLE XXIX

CROSSTABULATIONS FOR SELF-ESTEEM BY ETHNIC IDENTIFICATION OF HISPANIC STUDENTS

Self-Esteem	Ethnic Identification				
	Mexican/ Mexican Amer	Puerto Rican	Other Hisp	American	Total
High	32	9	26	1	68
	(47.06%)	(13.24%)	(38.24%)	(1.47%)	
(82.93%)	(82.05%)	(100%)	(78.79%)	(100%)	
Medium	7	0	6	0	13
	(53.85%)	(0.00)	(46.15%)	(0.00)	
(15.85%)	(17.95%)	(0.00)	(18.18%)	(0.00)	
Low	0	0	1	0	1
	(0.00)	(0.00)	(100%)	(0.00)	
(1.22%)	(0.00)	(0.00)	(3.03%)	(0.00)	
Total	39	9	33	1	82
	(47.56%)	(10.98%)	(40.2%)	(1.22%)	
(100%)					

Analyzing Table XXIX, it is noticeable that more than three-fourths (82.93%) of all the Hispanic students in the sample scored high on the Rosenberg's Self-Esteem Scale. Sixteen percent (15.85%) received medium scores and only one percent (1.22%) received low scores on the aforementioned scale.

Although only a weak degree of association between the self-esteem scores of Hispanic students and their ethnic association

was found, an analysis of Table XXIX, and the particular percentage rate achieved by each one of the individual ethnic sub-groups on the Rosenberg's Self-Esteem Scale, can provide this study with additional insights.

An analysis of Table XXIX indicates that 100 percent of the Hispanic students who identified themselves as Puerto Ricans and Americans achieved high scores in the Rosenberg's Self-Esteem Scale, followed by 82 percent of those Hispanic students who identified themselves as Mexican/Mexican Americans and 79 percent of those who identified themselves as Other Hispanics. However, 18 percent of those Hispanic students who identified themselves as either Mexican or Mexican-Americans or as Other Hispanics scored in the medium range on the Rosenberg's Self-Esteem Scale. While only one individual, or 3.03 percent of the students who identified themselves as Other Hispanics, received low scores on the aforementioned scale.

According to the analysis of Table XXIX, it is observed that the Hispanic students who identified themselves either as "Puerto Ricans" or "Americans" tend to display higher levels of self-esteem than their counterparts who identified either as "Mexicans or Mexican-Americans" or as "Other Hispanics", although these differences were not large.

In the particular case of Hispanic students who identified themselves as Puerto Ricans, the higher self-esteem scores achieved by this group might have occurred as the result of their non-immigrant status, which might provide a better sense of accessibility to some social and economic opportunities, although the statistical data provided in previous chapters have pointed to the fact that Puerto

Ricans in the context of the United States possess the highest levels of poverty among all the Hispanic subgroups. Taking all this into account, one might point out the fact that although self-esteem is a key and an important factor for the success of an ethnic group, it might not be the only element for consideration.

Hypothesis #4

Is there a relationship in the self-esteem scores of Hispanic students and the language spoken in public?

In order to test this hypothesis, the researcher computed Cramer's V to determine the degree of association between the dependent variable, self-esteem and the independent variable, in this case, language spoken in public. The results in terms of this hypothesis indicated a strong and positive degree of association between self-esteem and language spoken in public at 0.602 level. Table XXX presents these findings.

TABLE XXX

CROSSTABULATIONS FOR SELF-ESTEEM BY LANGUAGE SPOKEN IN PUBLIC BY HISPANIC STUDENTS

Self-Esteem	Language Spoken in Public			
	Spanish	English	Both Equally	
High	33	16	19	68
	(48.53%)	(23.53%)	(27.94%)	
	(76.74%)	(88.89%)	(90.48%)	(81.93%)
Medium	10	1	2	13
	(76.92%)	(7.69%)	(15.38%)	
	(23.26%)	(5.56%)	(9.52%)	(15.66%)
Low	0	1	0	1
	(0.00)	(100%)	(0.00)	(1.20%)
	(0.00)	(5.56%)	(0.00)	
Total	43	18	21	82
	(51.81%)	(21.59%)	(25.30%)	(100%)

An analysis of Table XXX indicates that 82 percent of all the Hispanic students in this study received high scores in the Rosenberg's Self-Esteem Scale regardless of their language spoken in public. However, only sixteen percent of the students on the sample received medium scores on the aforementioned scale and only one percent received low scores.

When language spoken in public by the Hispanic students is taken into consideration, 90.48 percent of the students who have spoken both languages equally, Spanish and English in public, tend to score higher on the Rosenberg's Self-Esteem Scale, followed by 89 percent of the students who have only spoken English, and last by those students who have only spoken Spanish in public, 77 percent. The researcher infers that this finding may result from the transitional status held by the Hispanic students attending Loop College, since many of them who have

come possess strong ties with the Hispanic community, where Spanish is needed for daily communication, but where English is considered necessary for academic advancement. However many of Loop College's Hispanic students, even within the institution that tends to represent and enforce white/middle class values, tend to create a secondary environment where Hispanic values are kept alive and enforced. Therefore, the findings tend to reflect the phenomenon where those Hispanic students who can communicate in both languages, Spanish and English, tend to possess the highest self-esteem scores, since they are doubly equipped for survival in both environments, the Hispanic world as well as the white/middle class world represented by higher education. At the other extreme, it was found that a lower percentage of students who have only spoken Spanish in public whom tended to receive high scores on the Rosenberg's Self-Esteem Scale, which tends to reflect the trend that although Spanish is a key factor for many Hispanic students and their enhancement of self-esteem, to be able to communicate in both languages is an additional factor in the self-esteem of these students. It is crucial to remember that the communication skills in both languages tends to locate Hispanic students within the framework and realities of two different cultures and worlds.

Hypothesis #5

Is there a relationship in the self-esteem scores of Hispanic male and female students?

In order to test this hypothesis, the researcher computed Cramer's V to determine the degree of association between the

dependent variable, the self-esteem of Hispanic students and the independent variable, sex. The statistical results in terms of this hypothesis indicated a weak degree of association between self-esteem and the sex of the students at 0.157. Table XXXI presents these findings.

TABLE XXXI

CROSSTABULATIONS FOR SELF-ESTEEM BY SEX OF HISPANIC STUDENTS

Self-Esteem	Male	Female	Total
High	31 (45.59%) (79.49%)	37 (54.41%) (86.05%)	68 (82.93%)
Medium	8 (61.54%) (20.51%)	5 (38.46%) (11.63%)	13 (15.85%)
Low	0 (0.00) (0.00)	1 (100%) (2.33%)	1 (1.22%)
Total	39 (47.56%)	43 (52.44%)	82 (100%)

An analysis of Table XXXI indicates that regardless of the variable sex, 83 percent of the Hispanic students in the sample scored high on the Rosenberg's Self-Esteem Scale, while 16 percent of these students achieved medium scores and only one percent scored low.

However, when the independent variable, sex is considered, it is found that 86 percent of female Hispanic students scored high on the Rosenberg's Self-Esteem Scale. While 79 percent of male Hispanic students scored high on the aforementioned scale, establishing a percentage difference of 6.56 percent between the female and male

Hispanic students who scored high on the Rosenberg's Self-Esteem Scale. Although when the medium self-esteem scores are analyzed, it is found that a higher percentage of Hispanic male students achieved at this level of the scale, 20.51 percent, with only 11.63 percent of female Hispanic students in that particular category, representing a 8.88 percentage difference between male and female Hispanic students. Thus, at the lowest level of the scale, only one female student scored at that level, which represented 2.33 percent of all the female students of the sample. The reader has to remember that these differences in the self-esteem scores of male and female Hispanic students were not very large.

Selected Comments From Hispanic Personnel

A discussion of selected comments from the Faculty/Personnel Interview form follows.

The reader will recall that the faculty/personnel interviews were conducted to obtain additional and insightful information about how key Hispanic administrators and staff members perceived the environment and function of the City Colleges of Chicago in relation to the services provided to a special population - the Hispanic clientele. The researcher refers the reader to Appendix IV for an overview of the entire Faculty/Personnel Interview Form.

The Faculty/Personnel Interview Form was divided into two parts, one dealing with the structure and function of the City Colleges of Chicago in relation to the Hispanic communities and to the Hispanic students being served, and a second part dealing specifically with the perceptions of the Hispanic personnel about the Hispanic student body,

in terms of their general and particular characteristics.

In observing and analyzing some of the answers given through the Faculty/Personnel Interview Form, will provide the study with depth and additional information for a more complete and critical analysis of the situation confronted by Hispanic personnel as well as students. This part of the study analyzes selected comments from four Hispanic personnel members involved in the everyday functions of the college. The researcher interviewed three formal Hispanic administrators at Loop College and one of the members of the Board of Trustees. As mentioned previously, the researcher only interviewed Hispanic personnel who have demonstrated interest and dedicaton for the Hispanic student body on campus.

Many of the questions on the first part of the Faculty/Personnel Interview Form centered around the issue of perceived power by Hispanic personnel to effectuate changes in the system, and perceived future trends in terms of the Hispanic personnel within the structure of higher education.

Generally in this study, the Hispanic personnel surveyed did not feel positive about the reception of their ideas within the system. Likewise, they felt impotent regarding any possible opportunities to display their leadership abilities. According to the Hispanic personnel interviewed, they felt that the past or present administration of the City Colleges of Chicago did not care about them, their plight or their people. They did not feel that Hispanic personnel or students were a priority to higher education in general or to the City Colleges of Chicago, in particular. The Hispanic

personnel surveyed believed that the City Colleges of Chicago does not know the Hispanic community, therefore no time or money has been allocated for the consideration of the needs of that particular community.

Question #2 of the Faculty/Personnel Interview asked the Hispanic personnel: "In your personal interpretation do you feel that Hispanics have any input in the decision making of the City Colleges of Chicago?"

Some of the comments related to that question:

- None whatsoever. We are always put into a position where we are the assistant to someone. Any major decision that would be made couldn't come out of that office anyway, decisions at that level are meaningless.

- No, we don't have a definite input into the City Colleges of Chicago decision making policies. Most of the Hispanics working for the system are in lower positions. Administrative positions, yes, but not in a position where you make decisions or where you implement decisions made by the Board of Trustees. Hispanics in the system are considered junior staff. ... I think we are here, but we don't participate in the actual decision. The City Colleges of Chicago, District 508, is legally managed by a civic Board of Trustees, one who is a Mexican-American. He is one of the people that make those kind of decisions, although he does not have the power to implement decisions, he does not have that great of an impact in the system, therefore he is limited in that sense. But he is the only member that is Hispanic, so, in that sense, we have gained.

Education is perceived by many of the Hispanic personnel surveyed as a tool for future changes, not only in the system of the City Colleges of Chicago, but in the entire political arena of the City of Chicago. In addition, the Hispanic personnel attributed a key role to the strategic position gained by Hispanics in the City of Chicago due to their substantial population increment. Following are some of the

comments related to these issues:

- As our Hispanics come out of the universities, they are more prepared to take over the power, by being employed. They will be of much help and there will be more involvement than is now. As time goes by, this new breed of Hispanics that is coming out certainly are well prepared with enough degrees to do anything and everything.

- Right now, I feel we are limited in terms of power. Currently we have one board member that is Hispanic. In time this will change, because Hispanics will outnumber all other ethnic groups.

- The only way there will be a change, is if we as Hispanics, see that our children are educated, get their degrees and get more people involved in the system. What we need are the numbers.

The Hispanic personnel interviewed displayed an unanimous disapproval for the ways that the City Colleges of Chicago have conducted the recruitment, retention and graduation of Hispanic students. They perceive that a coordinated strategy has to be developed to obtain the attention and cooperation of the Hispanic community. Following are some of the comments in relation to Question #7: "Do you feel that the admission and academic policies of Loop College favor the retention of Hispanic students?"

- The open door policy favors the Hispanic, but if you don't have people to reach them, it doesn't really work. The academic policy, no, no.

For example, you have Hispanics who come in from Puerto Rico, Mexico, South and Central America, they're already professionals, they're only here for certain things. We dump them into the ESL[4] program and tell them, they must stay there until they learn English. They are always held back, there are few support services for these students. Some Hispanic students know English and they take some of the courses, but they are limited.

---

[4]English as a Second Language.

- The lack of support services, the lack of information being passed on and also the lack of positive attitude. I think there is an attitude of unwelcomeness. I think that here is where Loop has failed.

Following are some selected comments regarding the issue of recruitment presented in Question #6: "In general, do you perceive that the City Colleges of Chicago are actively recruiting Hispanic students? What about Loop College in particular?"

- No, the City Colleges do not have a recruiter. But in 1976, Loop College had the highest number of Hispanics, but now the numbers have fallen. Truman College, now has the highest, then Wright and Daley.[5] Loop College is now number four as far as numbers go. Mexican-Americans are moving southwest and buying homes, therefore Daley College will be attracting more Latinos. Wright, which is northwest and predominantly white must have some excellent programs to be attracting so many Latinos.

- I think it's a cache 22 there. If you have no Hispanic enrollment and you are asking for more staff, you cannot get it, because we're not producing the numbers, and to produce the numbers, we need more help. Currently we have had only one Hispanic working in the admissions office at a full time capacity and I believe he is project. There was a time when we had two, since the assistant director was Hispanic. Produce more numbers, so we can justify more Hispanic administrators should not be the case. We should judge people for their proficiency, not their ethnic group. They want to justify enrollment so they can justify employment for Hispanics....

- Under the circumstances, they are doing a job, however, much, much more could be done. I think what we ought to do there is to get more personnel that could be more sensitive to our needs.

- No, we see no one going out there, really looking for them. No programs have been set aside to serve their needs.

Following are some of the comments regarding the issue of Hispanic graduates, presented in Question #8: "In your own

---

[5]This statement was based on enrollment head count for the Spring Semester 1983, since then, Wright College became the college with the highest enrollment of Hispanic students among the City Colleges of Chicago.

estimation, do you feel that Loop College grants degrees to a "considerable" number of Hispanic students every academic year?"

- No, not at all. I would say it is more important, once they get the skills, to get that job as soon as possible, instead of waiting for the degree.

- No, because let's look at the percentage of Hispanic students registered.

- No, I don't agree with that statement at all, the percentage of Hispanics graduating from Loop, is very, very low, probably as low as city wide.

- Let me put it this way, I don't think we're doing enough.

Question #9 discussed the issue of availability of services as well as personnel to address the particular needs of a bilingual/bicultural clientele. In addition, Question #10 raised some concerns about possible changes in educational policies which will benefit the Hispanic students. As a last point, Question #11 addressed the issue of how welcome the Hispanic students tend to feel in their new environment (Loop College). It is not surprising to see a critical posture assumed by many of the Hispanic personnel interviewed in terms of these three issues.

Following are some comments concerning the issue of accessibility and availability of services for Hispanic students in Question #9: "Do you feel that Loop College has adequate Hispanic staff (faculty, support service staff, counselors, administrators, etc.) to serve the needs of the enrolled Hispanic students?"

- At the administrative council meeting, it is my understanding that there is not one Hispanic administrator for Loop College. Well ... Ms. De Jesus is on leave, she has been on leave for up to two or three months, Elias Argott no longer works for Loop College, he works for the Central Office, and there is no

other Hispanic.[5] With regards to faculty, you could name them on one hand, faculty at Loop with Hispanic surnames, which is a different issue.... You can have a Hispanic surname and really not give a damn about your own kind, for whatever reason....

- So, we have a low percentage of faculty, no representation at the administrative council meetings to my knowledge. And in terms of staff, that would be interpreted as clerical, we may have one or two clerical persons. We have one Hispanic counselor who, I think is outstanding. You can't get to her, because there is a waiting list to see her. I think that is good and also sad. It's good because they can identify with a Hispanic and of course, they want to be able to talk in Spanish, if they can't think of how to pronounce it in English. It's sad because you may have to wait three weeks to see her....

- Yes and no. Loop does not have enough participation from Hispanic students or staff. Although Loop is better off than a lot of colleges.

- We don't have enough Hispanic personnel in the City Colleges of Chicago. We certainly need more Hispanic faculty. We need more in clerical, we need more for recruiting and we need the type of personnel who are sensitive to the Hispanic element.

Following are some of the comments given about Question #10 that pointed out the issue of possible favorable educational and service oriented changes at Loop College. Question #10: "During the time that you have worked for Loop College, have you seen any favorable changes in educational policies as well as services oriented to serve the Hispanic students?"

---

[6]In 1985, the position which was formerly occupied by Mr. Elias Argott Castillo (Assistant to the President), has been since occupied by another Hispanic, Mr. John Fraire. On that same year, 1985, Dr. Bernice Miller became President of Loop College and also the first Black female to occupy this position in the City Colleges of Chicago.

- I think it goes back and forth, depending who is the administrator, although I do not think on the whole, there has been any favorable change for the Latino student.

- I haven't seen any in terms of Loop College. In terms of services, I think there are actually less, even though theoretically, with the institutionalization of "LAMP",[7] we are supposed to be spread out, see, that has its pros and cons.

Question #11 dealt with the issue of how Hispanic personnel perceive the Hispanic students who are attending Loop College.

Question #11: "In general, do you believe that Hispanic students feel welcome at Loop College? Why?"

- In general, I'm ashamed to say I don't really see how they can feel welcome. I don't see how you can feel welcome when you almost have to beg to speak to someone who can't speak Spanish or else wait two weeks to see a Hispanic counselor. When you have maybe three or four faculty with Hispanic surnames, that's nothing to be proud of.

- Yes, when the student comes to register, he will see a Latino recruiter. In my estimation, Loop College has the problem of not being able to serve the student outside the classroom. In order to feel welcome, you need to get a feeling in the extracurricular situation. I don't think Loop has succeeded in that at all, not for Hispanics or for other students. Loop is perceived as one comes to class, receives instruction, and goes home or whatever. I think we could develop a different sort of orientation, to make students welcome.

According to the statements presented above, in terms of services and their availability to the Hispanic clientele, the researcher perceives that higher education is still a virgin territory for this particular group. The comments given by the Hispanic personnel have reflected the lack of important support services especially designed to make Hispanic students successful in the college environment. It

---

[7] Latin-American and Other Minorities Project.

was also stated that there is a lack of sensitive Hispanic personnel with whom the Hispanic students could identify. The total institutional environment, at least at Loop College, has been perceived by the Hispanic personnel interviewed as not conducive to the learning process and not caring about the needs of Hispanic students.

The second portion of the Faculty/Personnel Interview form was developed to collect information about the type of Hispanic students that Loop College is serving. Questions were designed to acquire a general profile of the different Hispanic students who are enrolled at Loop College. In addition, the researcher wanted to analyze their vocational aspirations, as well as dedication, commitment and discipline.

In analyzing the results of the Faculty/Personnel Interview form regarding a general profile of the Hispanic students being served by Loop College, a consensus of opinion traces some general characteristics which describe these students. The Hispanic students enrolled at Loop College at the time of this research were non-traditional, older than the regular Loop College's student population, and who needed particular services to be provided to them in areas such as support services in mathematics, English as a second language, counseling and bilingual personnel in the Offices of Admissions, Registrar and especially Financial Aid. One of the Hispanic administrators interviewed stated:

> - First of all, Hispanic students are not traditional. They are between 30 and 35 years old, probably low income. Some have immigrated from different countries. In their own

> countries they could have come from a higher socioeconomic bracket, but when they come to this country, they find they are not recognized, their credentials are not recognized as valid in many fields, and they have also problems with the English language. I would classify them as middle-class students, mostly part-time.

One major Hispanic subgroup being served by Loop College has been constituted by students coming directly from Central and South America and the Caribbean, many of whom possess a professional degree and are enrolled in college, with the only purpose of learning English. In terms of the services provided to these professional students, one Hispanic administrator stated:

> I had many students from different Latin-American countries who are professionals. They come here to learn English as a second language and remain in the program for two or three years, until they acquire proficiency.

The Hispanic professionals surveyed in this study expressed concern about the lack of courses in the area of English as a second language especially designed to meet the needs of professional students coming from foreign countries. Another concern expressed by the Hispanic administrators interviewed was the tremendous length of time required for professional Hispanic students to acquire proficiency in the English language. Following are some selected comments:

> - It forces students to stay for a longer period of time in the system. A student could spend two years learning English here and get only three credits while spending $10,000 in tuition and other fees....
>
> - I think that when a student is two years in the E.S.L.[8] program, I think it is very questionable.... I think we have

---

[8] English as a Second Language.

> a broad spectrum of Hispanic students coming to the U.S. as adults from their homeland with some college and for one reason or another, in our system, it is not recognized.

The general consensus of the Hispanic professionals surveyed indicated that a high level of motivation and dedication, as well as a well pre-conceived idea of their vocational future, is displayed by the Hispanic students who have been raised in the Latin American and Caribbean countries. The Hispanic professionals interviewed have perceived that foreign born and raised Hispanic students tend to have a defined career purpose and they tend to know their academic objectives when they enroll in college. That particular feeling was stated as follows:

> In many cases they come out of their own choice. They come with an academic background, regardless if it is in Spanish or not. And they come here with the sole purpose of getting an education. They are a little older than the average mainland student, a little more mature, economically they are better situated than their counterparts that grew up here.

This description is especially relevant when describing the foreign-born Hispanic who has come to this country with the purpose of acquiring or continuing higher education. It is also tenable that many foreign-born Hispanics come and remain in this country with many of the limitations attributed to many Hispanics born and raised in the inner-city. Many foreign-born Hispanic students who have come to the United States to start or continue their education have probably had more exposure to a greater spectrum of occupations than the inner-city Hispanic students who have only seen and identified Hispanics with menial jobs. Therefore, this initial exposure gained in their native country by some of the foreign-born Hispanic students tend to render

greater advantages to them, in terms of aspiring to better and higher occupations. Although these differences perceived by the Hispanic professionals surveyed in this study, between the foreign-born Hispanic and the inner-city Hispanic were not detected through the statistical analysis, the researcher feels that further and more detailed analysis is needed in the area of occupational aspirations of Hispanics. An investigation of this nature could bring crucial information for the specific delivery of services to Hispanic students and could prevent certain attrition problems among this population.

Another Hispanic subgroup served by Loop College is constituted by the graduates from the Chicago school system. Many of these students do not attend college after graduation from high school. They tend to work in semiskilled or menial jobs for few years before they perceive the need to acquire more formal education. This subgroup of Hispanic students tends to have serious academic problems in such areas as writing skills (in many cases in both languages, since the acquisition of a primary language has been curtailed by a monolingual system of education in the United States), mathematics and study skills. Their education is the reflection of years of miseducation, therefore in the majority of the cases a process of remediation has to occur before the student would be ready to be enrolled in college level courses. One of the Hispanic administrators interviewed stated:

> They come from blue collar families. And these students are first generation born here, as opposed to those that come from Latin America.... The students who have grown up here, their parents are still struggling, wondering where their next meal is coming from. Their academic background is

> deficient. They have internal problems, as far as coping with this society. As individuals, they may feel lost because they're scared, they know what a racist society we live in.

In the observation of this researcher, after serving minority students in an urban setting for more than eleven years, the family structure and its intactness is an important contributing factor in the development of high academic, personal and vocational interests. Thus, the community and the sense of unity and direction imparted by it to the individual tend to also promote good social and personal qualities in people. However, for the Hispanic students who have been raised in an inner city environment in the continental United States, his entire family has been extracted from their original social and cultural milieu and deposited in a foreign land with foreign customs. Therefore this event has altered and damaged the family unit. Neither the Hispanic family or the Hispanic community tend to have students as a major priority. Students tend to be on their own.

A majority of the Hispanic personnel interviewed in this study have perceived that although many of the Hispanic students are products of the public school system, they still possess the necessary motivation and they want to get a better education, although they may have to overcome many limitations before reaching their goal. One of the Hispanic administrators interviewed affirmed this particular view:

> I see the ones here, the public school trained ones, I see the particular students, their goals are low.... Because they haven't been exposed. If you haven't been exposed to something, you don't know any better.... I feel a lot of determination to remain a citizen, yes, to remain a citizen. But commitment, I'm not too sure about that, it is difficult when you don't know what you're fighting for. Discipline? Well, the ones that are very well prepared have

> a very high discipline rate. The ones that are not well prepared, their discipline is very limited.

Another administrator interviewed was critical of the Hispanic community and of its position in terms of educational opportunities stating:

> They have very high goals, that is the students from Latin American countries. The type of students that come to Loop College are late comers, a little older than average, nontraditional type, but motivated.... Most of the students who come to Loop College seem to have serious ambitions. There is a twofold situation, on one hand the perception of the college, on the other hand, the community. Input and pressure. It is real strange to see a line up in a community protesting for lack of jobs, but you don't see them protesting for lack of educational opportunities.

Selected Comments From Hispanic Students

A discussion of selected comments from the Student Interview form follows.

Five students were interviewed and their interviews were transcribed in the original language that the interviews were conducted. Four of the interviews were conducted in Spanish and one in English at the request of the students interviewed. The student interviews represent an important part of this investigation since they will key the study to the intrinsic and controversial areas of students feelings and perceptions about their academic environment. The reader must keep in mind that these interviews represent one of the first attempts to explore how Hispanic students are experiencing higher education, especially in an urban community college and how they feel about this phenomenon. The researcher hopes that these interviews, as well as the entire study, can be used as a basis for further research projects.

The first part of the Student Interview form consisted of a series of questions which located the student within the framework of his family. The researcher has viewed the family unit, relatives and friends as an important support system for the Hispanic student which could enhance or limit the student's chances for success in higher education. These are some of the key questions in the first part of the student interview:

- How does the family (relatives and/or friends) perceive the investment of possible financial resources in the student's education?

- Are the family members and/or friends giving any financial or emotional support to the subject?

- Does the family and/or friends see the importance of a college degree?

- Has the student established a connection between his present education and a future job?

- How many other members of the student's household (if any) have attended college? If none, does this attempt represent a significant step for the student? For the family? Why?

According to the Hispanic students interviewed, the family, relatives and friends represented an important type of emotional stimulus and support system for each one of them in terms of their college lives. However, it was expressed by a majority of the students interviewed that many of the family members, their relatives and friends could not understand all that was involved in attending college, and the experience itself seemed remote since many of their relatives and friends never experienced college.

Only two of the five students interviewed had relatives (including parents and/or siblings) who had attended college. Three

of the students interviewed have worked full-time as a way to support themselves and to be able to pay for their tuition and books. The following offers an extract from one of the interviews:

Gordon - What type of financial resources does your family possess to help you acquire a degree from higher education?

Student - I have always been self-provided, we are a very large family.

Gordon - How many are there in your family?

Student - Including my parents there are eleven of us. It has always been a constant struggle working and providing for myself.

Gordon - Therefore they cannot support you economically. They are not in a position to support you economically.

Student - That's right.

Gordon - What type of work are you doing right now?

Student - I am presently working as a short order cook. I am the head cook.

Gordon - At what age did you start working?

Student - I was fourteen and going to a Catholic high school.

Gordon - Could you kindly give me a background of yourself, where were you born?

Student - I was raised here and born in Mexico.

Gordon - How does your family perceive that you invest some money in your education?

Student - They say, if you want it, go for it and they're 100% behind me.

Gordon - Have any of your brothers or sisters attempted it?

Student - I am the oldest and I am the only one who have gone through high school and college.

Gordon - Are you the only one in your family who has been attending college?

Student - Yes.

Gordon - Did your parents go to college?

Student - No, they know how to read and write, but very slowly.

Gordon - What about your younger brothers and sisters, how do they perceive that you are attending college?

Student - I try to play a big role so they look up to me and I try to explain why I'm doing it. Sometimes I feel I'm not doing my job or giving them what they need to get along in this fast paced environment. I just try to fill in the gaps that my parents don't seem to fill in. They don't know what's going on, really in their minds and what they're going through in high school because they can't relate to it.

Gordon - Do you feel your friends see the importance of a college degree?

Student - They see it as "well you're better than us". I say well you are wrong, you can do anything you want to do.

As can be observed from the previous extract of the interview, all the Hispanic students interviewed have similar perceptions of the "unique" role that they play in influencing not only the lives of immediate family members and friends, but also their respective Hispanic communities. All the Hispanic students interviewed perceive "education" as an essential tool for social mobility and they want to convey this message to others in their communities. Although in many situations, these students tend to feel as "outsiders" within their own families and communities because their messages have been misunderstood by some of their relatives and friends. In the case of the extract of the interview previously presented, the student's friends felt that he was abandoning them in some sense and that his

education was handicapping their relationship. Thus the student wanted them to hear and understand the message that he was advocating, that education can be considered the tool for a better life. The student felt that his sentiments toward his friends have not changed but that he could "see" better and appreciate life better. Referring to the importance of education, another one of the interviewees stated: "Es como un arma, como una herramienta que tú la utilizas para ayudar a esos niños a crecer intelectualmente."[9]

An analysis of the interviews with Hispanic students has given the researcher the idea that education is perceived by these students as an influence in their lives which has brought them a different perspective in terms of themselves and their responsibilities toward their people. Through each one of the interviews, a common theme emerges, the commitment of each one of these students to their relatives and to their communities. It is interesting to observe how this new communal responsibility permeates all the interviews. However, the researcher perceives that this sense of responsibility toward the Hispanic communities is displayed in different degrees and at different levels by the interviewees.

The researcher observed a young Mexican American, who has worked to survive and to pay for his college studies, expressing paternal feelings of responsibilities toward his brothers and sisters, which, for him at this point in his life, represent his community. For the time being, this student cannot talk about any other community

---

[9]"It is like a weapon, like a tool that you use to help children develop intellectually."

responsibilities but to the one that he has toward his immediate family. The researcher also experienced the warmth feeling of community responsibility expressed by a South American, middle age mother, who is raising her children in the United States and who has learned English against all odds, becoming able to help herself and her family. Although this young woman has all the pressures of being a mother and a wife, she still finds time to help and guide other Hispanic students at Loop College and in her community. The researcher was extremely impressed by the communal responsibility expressed by another young South American student, who has spent about four years in the United States, who has learned English and become the president of the only Hispanic organization on campus. This student feels that becoming a student leader has given him the privilege of helping his people within and without the college campus, since he has learned better the system of higher education in the United States.

A sense of isolation and frustration for being transplanted from their societies into a foreign environment was expressed by all the interviewees, irrespectively of the way and reason that they came to the United States. This feeling of frustration and alienation was typified by a young Mexican American who was reared in the United States. This individual sees the United States as a fast place, without any social and emotional meaning for him, and he tends to blame his parents for transplanting him from his native country into what he considers a place of misery. Following, the researcher presents an extract from the interview with this student:

Gordon - How did your family arrive here, why did they come here?

Student - My father came here, I don't know, we were pretty well off in Mexico. Just a crazy notion that the United States is the place and that's it.

Gordon - Did you regret that?

Student - In a way I did because I thought I was taken away from my whole life.

Gordon - Did you feel that Mexico was your whole life?

Student - Yes.

Gordon - Do you feel that Mexico is your whole life right now?

Student - Not right now, everything has changed.

Gordon - But do you still feel part of it?

Student - I still feel attached to it but as far as going back, I don't think I would want to.

Gordon - How do you feel about America? No, not America because we are all Americans, but how do you feel about the U.S.?

Student - It is a crazy place, there is a lot of pressure and the fast pace.

Gordon - Do you feel discriminated against? Do you feel you're not totally part of this new environment?

Student - I have been surrounded mostly by my kind of people, so I have never known discrimination, although I have encountered it, but somehow I seem to overcome it.

The second part of the Student Interview form consisted of a series of questions pertaining to the institutional environment and how Hispanic students perceive it and function within it. In this part of the interview, the students were questioned about staff, enrollment, key services and offices and how comfortable they have felt within the environment of Loop College. Following are some of

the questions included in this part:

- Do you know if the institution (Loop College) is actively recruiting Hispanic students?

- Do you as a Hispanic feel comfortable in the institution? How do you feel about the services provided by the institution?

- Do you believe that your Hispanic friends feel comfortable at Loop College? How do you believe they feel about the delivery of services such as: admissions and records, counseling/advisement, financial aid, ESL program, etc.?

- Do you feel that this institution (Loop College) is giving you a good education?

- Do you believe that your friends feel comfortable and proud saying that they are enrolled at Loop College? What about you?

The services provided (in terms of personnel and programs) to Hispanic students at Loop College and the perceptions of Hispanic students about their institutional environment were two of the issues that illicited strong opinions and feelings among the Hispanic students interviewed. The Hispanic students interviewed who were more knowledgeable about the institution and the way it functions expressed concern as well as disappointment about the limited services designed for the Hispanic students, as well as the limited Hispanic personnel on campus. Some of the Hispanic students interviewed felt that the institution was more concerned about the head count of students or the enrollment figures than in the individuals who are enrolled. The researcher feels that the perception that the Hispanic students possess of their institutional environment is affected by the services provided to them and the way that the institution handles the particular needs of these students. Therefore, the availability and accessibility to particular services and personnel tend to affect

positively or negatively the students' perception of their institutional environment. The institution is represented through the services and the personnel available to students. More so, students tend to perceive how important they are to the institution through the care that the particular institution puts in tailoring and designing the institutional environment. One of the Hispanic interviewees vividly expressed this point when he stated:

> He vivido eso y he oido muchos problemas; mientras fui lider estudiantil, muchos problemas de estudiantes que recibian maltrato de muchos profesores. O sea, de que ellos veian la diferencia del trato hacia un Americano, hacia un Europeo, hacia otra raza...y Lo que era el trato hacia ellos. O sea era pues casi basura. Y eso le molesta a cualquier estudiante puesto que nosotros los Latinos no somos esclavos de los Americanos. Nosotros tenemos nuestras ideas. Siempre queremos salir adelante. Entonces eso es uno de los problemas que ayudan a que el estudiante Latino se retire.... Yo he visto problemas con personas que nos saben nada de ingles. Ellos no saben ni siquiera decir que vienen a registrarse. Y la gente los maltratan y los hacen sentir que no son nada. Como basura! Entonces eso es un punto negativo. Porque esa persona en esos momentos, desde esa, ya se va a sentirse maltratado y sus estudios se van a sentir dos o tres veces mas. Ya nunca mas volvera al Loop College. Ya es prometido.[10]

---

[10]As a student leader, I heard many problems confessed by Latino students. I have heard many problems concerning students who were mistreated by instructors. The Hispanic students saw the difference in the treatment given to an American, to a European, or to any other race of people and the way they were treated. They were treated as garbage. That would bother anyone, since we, the Latinos are not slaved to the Americans. We have our own ideas. We always want to get ahead. Therefore, that's one of the problems that have affected Latino students and have made them leave the institution.... I have seen certain problems with individuals who do not know any English. They do not know how to say that they want to register, and the people mistreat them and make them feel as if they do not know a thing. Like garbage! That's a negative point. Because that individual from that moment on, will feel mistreated and his studies could suffer two and three times more. That individual will never come back to Loop College.

As the reader can appreciate throughout this interview, the Hispanic student resented the treatment given to some Hispanic students by the institution. This Hispanic student felt that the mistreatment given to Hispanic students by some instructors and the institution as such tends to alienate these students, and it becomes one of the contributing factors in the great attrition rate of Hispanic students from institutions of higher learning.

In addition, the lack of Hispanic personnel in key departments and offices within the institution, as well as the lack of Hispanic faculty members, have made the life of Hispanic students on campus unbearable. The Hispanic students interviewed were aware that witnout real services which will provide the necessary help to students in academic skills, sensitive Hispanic staff and more Hispanic faculty members on campus, the recruitment of Hispanic students is a gesture without real purpose. A gesture which justifies the institution itself, but does not justify the existence and success of Hispanic students on campus.

It becomes paradoxical that Loop College's only recruiter is Hispanic and became part of the Office of Admissions as part of the institutionalization of LAMP. Although this admission officer/recruiter has made himself visible in the Hispanic community, his responsibilities are not only to recruit and especially not only to recruit Hispanics. The effectiveness of this Hispanic admission officer/recruiter is limited by a possible contradiction between the image which Loop College - Office of Admissions might want to portray of the institution and the image portrayed by the Hispanic recruiter,

also, by the time limitations, by the multiplicity of roles and responsibilities put on only one individual. Therefore, his work agenda might be written by people who might be completely unaware of the needs of the Hispanic community. The Hispanic students interviewed felt that Loop College has not made any real attempts to justify the recruitment, retention and graduation of Hispanics in that institution. They are critical of the purposes of the institution because they are not being taken into account and because the lack of services and personnel appropriately designed for Hispanics. These are some of the comments concerning this issue:

> Como las tutorías que habian para matemáticas, tutores que habian para inglés. Tutorías que habian en muchas areas, en que uno, por lo que es el idioma no alcanza para estar en la clase. Entonces ellos nos dan la ayuda que nos explicaban más preciso, en nuestras propias palabras, con nuestro propio idioma, lo que significaban esas clases que uno tomaba, pero todo eso se ha suprimido y ya uno, si uno le dice a un amigo - vaya al Loop College. Ya uno no le puede decir - "Tranquilo, no se intimide en tomar matemáticas porque hay un tutor que lo va a ayudar" y dicen - "Yo no me atrevo a tomar matemáticas, porque mi inglés no es muy bueno." O sea, ellos ya dicen que no hay muchas ventajas para el Latino - "Yo para que me voy a meter allá."[11]

---

[11]Loop College used to have tutoring in many subject areas, but since English is not our primary language, the explanations in the classes were not enough. Therefore, they (referring to bilingual tutors) used to give us more help and in our own words; using our own language, but that is over now, since it has been eliminated. Now, I cannot say to a friend - go to Loop College. I cannot say to them anymore - "Relax, you can take mathematics, because we have a tutor that will help you." As a result, my friends are telling me that they feel that they cannot handle mathematics, since no help is available and they cannot speak the English language correctly. They are saying that, there are no advantages for the Latino students in the institution, why should they enroll?

> Yo pienso que tratan de que el Latino no se supere.... Muchos de mis compañeros se quejan de que fueron a aplicar para la ayuda que les da el gobierno y que no se las dan o no hay nadie que les entienda. Que las personas que están allí no se prestan para ayudar y yo pienso que deberían emplear más Latinos.... Sinceramente, yo pienso que debe haber mas empleados Latinos en Loop College. Eso es muy importante y si uno tiene problemas se siente uno más cómodo con una persona que tiene los mismos sentimientos y que sea de habla española. Dentro de registraciones - ¿cómo va la institución a reclutar más estudiantes si llegan personas que no hablan el idioma y no pueden comunicarse?[12]

Overall, this part of the study has emphasized some problem areas especially related to the services provided to Hispanic students at Loop College. The researcher, as well as the participants in this study, hope that this analysis will provide the administration at Loop College and the Central Administration of the City Colleges of Chicago some insights as to how to improve the quality of services not only provided to Hispanic but to the entire student body. Although the interviewed Hispanic students made sure that this study will reflect some of the difficulties that they have encountered within the

---

[12]I think that they do not want Latinos to be successful.... Many of my classmates are complaining that they have been going to apply for the Federal Grants and there have been no one that could understand them or the grants were not given to them. That the individuals that are working there (referring to the Financial Aid Office) are not ready to help others with their problems and I feel that more Latinos should be employed there.... Sincerely, I feel that Loop College should have more Latino employees. That is very important, because if you have problems you could feel more comfortable telling them to a person who has your own feelings and who speaks Spanish. During registrations, how the institution is going to recruit more students, when they come and they do not speak English and cannot communicate with anybody?

institution, they also felt that Loop College has the potential to adequately serve them. In the opinion of the researcher, and after a serious analysis of the interviews, the Hispanic students at Loop College are trying to make their institutional environment respond and become more sensitive to their particular needs. The needs of the Hispanic students represent "uniqueness" not expressed by other ethnic groups due to their language differences, their cultures and traditions which represent a departure from the culture and traditions of white/Anglo-Saxon students. They seek a better representation within the institution at all levels from the janitorial and civil service areas to the administrative offices. The Hispanic enrollment at Loop College has decreased and will continue to diminish because the expectations of the Hispanic students, in terms of their institutional environment, have not been fulfilled and they have been translated into inadequacy in terms of services and personnel.

SUMMARY

This chapter has analyzed the results of the statistical analysis performed to test the thirteen major hypotheses concerning the occupational aspirations of Hispanic students, and the five major hypotheses dealing with the self-esteem of those students. In addition, the chapter has offered the results of the interviews conducted with Hispanic students as well as staff regarding their feelings, perceptions and problems confronted while receiving services or providing them within the structure of Loop College. Therefore, this chapter has tried to provide the reader not only with statistical data pertaining to the occupational aspirations and the self-esteem of

Hispanic students within the context of an urban community college, but has also documented some of the experiences and difficulties confronted by Hispanic students and personnel in that environment.

In this discussion, the results will be summarized in terms of the two dependent variables - occupational aspirations and the self-esteem of Hispanic students. A brief summary of the perceptions and feelings expressed by Hispanic students and personnel will also be offered.

The following will be a brief summary of the results of the investigation dealing with the occupational aspiration of Hispanic students. The results of investigating the occupational aspirations of Hispanic students have offered this study two factors which have been positively associated with the occupational aspirations of these students: first, the importance Hispanic students have attributed to college, and, secondly, an interacting effect between time spent in the continental United States and the socioeconomic backgrounds of these students.

In terms of the independent variable, "the importance attributed to college", a great majority of the students in the sample considered a college degree an important option. Sixty-nine students declared college "very important" and they received a mean score on the Occupational Aspiration Scale of 49.67, while eleven students considered college "an important" decision in their lives and received a mean score on the aforementioned scale of 49.82. Students who did not declare an option received the lowest mean scores (28.50) on the Occupational Aspiration Scale, but by the same token, their scores

were more homogeneous than students who have declared college "very important" and "important". Therefore, an association has been established between future occupational aspiration of Hispanic students at a two year community college and the importance given by these students to college. Moreover, how important they consider college to be in their list of priorities tends to delineate or clarify their future occupational path. If clarity exists at one level apparent clarity will be obtained at the other level. Future occupational aspirations for the Hispanic students in this sample tended to be related to how important they consider college and vice versa. College and a future career tend to go hand-in-hand.

An interaction effect was found between two independent variables, number of years spent by the Hispanic students in the continental United States and their socioeconomic background on the dependent variable, occupational aspirations. It was found that Hispanic students who have only resided in the continental United States for less than two years tend to aspire to higher and more prestigious occupations when they are from low socioeconomic backgrounds. However, for Hispanic students who have resided in the continental United States from two to ten or more years, their occupational aspirations tend to be directly related to their socioeconomic backgrounds. Therefore, higher status students tend to aspire to higher and more prestigious occupations. This finding points to the fact that Hispanic students, who are newcomers to the continental United States and who are from low socioeconomic

backgrounds, tend initially to aspire to higher and more prestigious occupations than their counterparts from higher socioeconomic statuses. This phenomenon tends to level off by the time that Hispanic students have resided in the continental United States for more than two years, since their occupational aspirations will increase or decrease in relationship to their socioeconomic status. The initial phenomenon displayed by the high occupational aspiration level of the Hispanic student newcomer to the United States society from a low socioeconomic background represents, in the opinion of this researcher, the response of low strata individuals around the world in search for what they considered the "land of opportunities" for all. An analysis of Graph I provides this study with important information. It is observed that time of residence in the continental United States, in association with the socioeconomic background of the individuals, tends to decrease the occupational aspirations among low socioeconomic status individuals, while enhancing the occupational aspirations of higher socioeconomic status individuals.

This study did not find any statistically significant associations between the dependent variable, occupational aspirations and independent variables such as: number of years in the continental United States, sex, socioeconomic status, ethnic identification, place where Hispanic students were raised, and language spoken in public. When an analysis of variance was performed to look at possible interaction effects between exposure to the United States society (measured by number of years in the United States) in association with the following independent variables, sex, ethnic identification,

place where Hispanic students were raised, the importance Hispanic students have attributed to college, or language spoken in public, produced no statistically significant interaction effects.

When considering the second major dependent variable of this study, self-esteem, it was found that of the five major hypotheses developed in this area only two of them demonstrated a moderate degree of association. The two independent variables which have shown some effects on the dependent variable, self-esteem, are the socioeconomic backgrounds of the Hispanic students and the language spoken in public by Hispanic students. Cramer's V was used in both of these hypotheses (#2 and #4) in order to determine the degree of association. Cramer's V ranges from 0 to +1, therefore a large value of "V" implies a high degree of association.

In terms of the independent variable, socioeconomic status on the level of self-esteem possessed by the students, it was found that the higher the socioeconomic status of the individual, the higher his level of self-esteem tended to be. The association between family socioeconomic status and self-esteem was fairly strong at 0.416.

In terms of the association between the independent variable, language spoken in public by Hispanic students and the dependent variable, self-esteem, the results have indicated a stronger degree of association, at 0.602. When language spoken in public was controlled, 90.48 percent of the students who have spoken both languages equally, Spanish and English, tended to score higher in the Rosenberg's Self-Esteem Scale, followed by 89 percent of those students who have only spoken English, and 77 percent of those who have only spoken

Spanish in public. The researcher tends to believe that the statistical findings have reflected a real phenomenon occurring at Loop College where Hispanic students due to a double set of pressures being exercised upon them, one coming from their ties with the Hispanic communities where Spanish is needed for survival and the other coming from their new educational-institutional environment where English represents all the values of higher education and of a white/middle class society, the students who speak both languages in public are doubly equipped for survival in both environments, in the society at large as well as in the Hispanic community. This study did not find any large associations between the dependent variable, self-esteem and independent variables such as level of exposure to the United States society (as measured by number of years in the United Sates), ethnic identification or sex.

Some selected comments from the Faculty/Personnel Interview form and the Student Interview form were also incorporated in this chapter as a way of providing additional information regarding perceptions and feelings about the adequacy of services and total institutional environment as experienced by Hispanic personnel and students.

The following summarizes some general perceptions and feelings expressed by Hispanic personnel. The Hispanic personnel surveyed felt impotent regarding any possible opportunities to display their leadership abilities. They perceived that the City Colleges of Chicago did not know the Hispanic community, therefore, no time, money or consideration has been put to target the Hispanic community. The Hispanic personnel surveyed felt that neither Hispanic personnel or

students were a priority for the City Colleges of Chicago. They also displayed a tremendous disapproval for the way the City Colleges of Chicago has conducted the recruitment, retention, graduation and possible promotion to senior institutions of higher learning of Hispanic students. One of the primary concerns of the Hispanic personnel surveyed was the total lack of services especially designed to help Hispanic students become successful in their college environment. In addition, they felt that the lack of Hispanic personnel within the institution aggravated the problem.

The following are some additional perceptions and feelings expressed by Hispanic students. For the Hispanic students surveyed, the family, relatives and friends represented a source of emotional stimulus and support necessary to become successful in college. Although the great majority of students interviewed expressed the opinion that their families and friends could not totally understand their involvement in college, since many of their relatives have never attended college. These Hispanic students felt that they had a duty to influence, in a positive way, their relatives and their communities. They perceived education as a special force in their lives which has provided them with a different perspective in regards to themselves and their responsibilities toward their communities.

The Hispanic students interviewed expressed concern as well as disappointment about the limited services designed for Hispanic students, as well as the limited Hispanic personnel on campus. They felt that Loop College has not made any real attempts to recruit, retain and graduate Hispanics from this institution.

In this chapter the researcher has presented the results of this investigation regarding the occupational aspirations and levels of self-esteem displayed by Hispanic students in the setting of an urban community college. The results have indicated that Hispanic students who have recently arrived (less than two years) to the continental United States, and who are from low socioeconomic backgrounds, tend to initially display a high level of occupational aspirations. However after two years, it was observed that Hispanic students displayed levels of occupational aspirations in direct relationship to their socioeconomic status. In addition, an association was established between future occupational aspirations of Hispanic students and the importance that they attribute to college. In terms of the levels of self-esteem displayed by the Hispanic students surveyed, it was found that the higher the socioeconomic status of the individual, the higher his level of self-esteem tended to be. Further, the results have indicated that Hispanic students who have spoken Spanish as well as English in public exhibited higher levels of self-esteem. In the final chapter of this investigation, the researcher will present a summary of this study as well as conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a complete summary of the problems investigated by this research, the procedures used and the results obtained. The researcher will also offer conclusions, implications, and recommendations for further research.

SUMMARY

The Problem

The problem investigated in this study was an examination of the perceptions, occupational aspirations, and the self-esteem of Hispanic students within the context of a public two-year community college. In addition, this study intended to document the needs, difficulties, and frustrations experienced by Hispanic students in their new environment - higher education. The variables selected for this investigation were family socioeconomic status, sex, number of years in the United States, language spoken in public, and ethnic identification. A unique feature of this study was that Hispanic students were compared among themselves according to their time of residence in the continental United States rather than to Anglo or to any other ethnic group.

In this investigation, the concept "Hispanic" is used to refer to a multi-ethnic and multi-national group of people of Spanish heritage or descent. Therefore, the concept Hispanic has been used

interchangeably with the concepts "Latino", and "Spanish-speaking". Moreso, the label "Hispanic" has been used in this study as a methodological tool of analysis which has helped the researcher to better understand the aspirations as well as the problems experienced by people of Spanish-speaking background within the context of higher education.

Theoretical Assumptions

The researcher has established some basic theoretical assumptions which have guided this investigation.

The functions attributed to education in the United States have been altered or redistributed to fit and represent the particular historical and economic needs of an epoch.[1] In the decade of the 1980's, education has created the illusion, especially for minority students, of more accessibility to institutions of higher education. Although higher education has been democratized for public consumption, an internal hierarchy makes institutions of higher learning another divisionary ground between majority and minority students.[2]

In the United States, education, occupational status and self-esteem go hand-in-hand. The individual's perception of himself is intrinsically related to how much money he has, what level of education he has achieved and what he does for a living.

---

[1]Samuel Bowles and Herbert Gintis, Schooling in Capitalist America (New York: Basic Books, Inc., 1976), p. 13.

[2]Jerome Karabel, "Community Colleges and Social Stratification," Harvard Educational Review 42:4 (November 1972), pp. 556-562.

Self-esteem is another construct used in this study, which points out to how an individual perceives himself in reference to the rating given by society.[3] Self-esteem is not only a concept that is learned at the individual level, but is essentially affected by the perceptions held by one's status (reference) group in society. The particular association of an individual with a racial/ethnic and/or socioeconomic status group tends to have crucial ramifications on how he perceives himself and his chances for social mobility.[4]

Hypotheses

In order to investigate the problem, thirteen major hypotheses were constructed concerning the occupational aspirations of Hispanic students. They were:

Ho1: There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

Ho2: There will be no significant differences between male and female Hispanic students in terms of their occupational aspirations.

Ho3: There will be no significant differences in terms of the occupational aspirations of male and female Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

---

[3]Stanley Coopersmith, The Antecedents of Self-Esteem (San Francisco: W.H. Freeman and Co., 1967), p. 21.

[4]Jawanza Kunjufu, Developing Positive Self-Images and Discipline in Black Children (Chicago, Illinois: African-American Images, 1984), pp. 15-30.

Ho4: There will be no significant differences in the occupational aspirations of Hispanic students who are from different socioeconomic backgrounds.

Ho5: There will be no significant differences in the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and who are from different socioeconomic backgrounds.

Ho6: There will be no significant differences in terms of the occupational aspirations of Hispanic students and their ethnic identification.

Ho7: There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and their ethnic identification.

Ho8: There will be no significant differences in terms of the occupational aspirations of Hispanic students and the place where they were raised.

Ho9: There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the place where they were raised.

Ho10: There will be no significant differences in terms of the occupational aspirations of Hispanic students and the importance they have attributed to college.

Ho11: There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of

exposure to the United States society (as measured by their number of years in the United States) and the importance they have attributed to college.

Ho12: There will be no significant differences in terms of the occupational aspirations of Hispanic students and the language spoken in public.

Ho13: There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the language spoken in public.

Five major hypotheses were constructed concerning the self-esteem of Hispanic students. They were:

Ho1: Is there a relationship between the self-esteem scores of Hispanic students and their different levels of exposure to the United States society (as measured by their number of years in the United States)?

Ho2: Is there a relationship between the self-esteem scores of Hispanic students who are from different socioeconomic backgrounds?

Ho3: Is there a relationship between the self-esteem scores of male and female Hispanic students?

Ho4: Is there a relationship in the self-esteem scores of Hispanic students and their ethnic identification?

Ho5: Is there a relationship in the self-esteem scores of Hispanic students and the language spoken in public?

The Sample

The subjects for this investigation were adult Hispanic students

enrolled at Loop College, one of the City Colleges of Chicago. All the subjects of the target population of this study were either first or second generation Hispanics residing in the continental United States. A total of 82 subjects, 39 males and 43 females were selected from among the 604 Hispanic students enrolled at Loop College during the Spring Semester, 1983. In terms of the birthplace of the participants: 28 students were born in Mexico; five students in Puerto Rico; 32 students in other Latin American or Caribbean countries; 15 students in the continental United States, and two students were born in Spain. All the subjects of this study have classified themselves as "Hispanics" through the Loop College's self-reported registration form.

Among the 82 subjects in this sample, 21 students have resided in the United States for less than two years; 22 students for two years but less than five years; 11 students for more than five years but less than 10 years, and 28 students for 10 years or more.

Instruments

Data for this investigation were obtained through the use of five instruments.

The Student Questionnaire

The Student Questionnaire was designed to gather all background information about the students and other attitudinal information pertaining to their social and academic lives. The Student Questionnaire was designed by the researcher and was presented in a bilingual format to all students.

The Interviews

The research developed the Student Interview Form as well as the Faculty/Personnel Interview Form to expand and to provide the study with additional information in terms of feelings, perceptions, and aspirations of particularly selected Hispanic students and personnel at Loop College. All interviews were taped and transcribed in the original language that the interview was conducted.

The Rosenberg's Self-Esteem Scale[5]

This is a ten-item Guttman scale instrument, which was used to determine the level of self-esteem displayed by the Hispanic students in this investigation. This instrument was translated to Spanish by the researcher, and presented in a bilingual format, where each item appeared simultaneously in Spanish and English.

The Occupational Aspiration Scale (OAS)[6]

This instrument is an eight-item multiple-choice instrument used in this study to determine the level of occupational aspirations of the Hispanic students. The instrument itself was translated into Spanish for use in this investigation and was presented in a bilingual format to all students.

---

[5]Morris Rosenberg, Society and the Adolescent Self-Image (New Jersey: Princeton University Press, 1965).

[6]Archibald O. Haller and Irwin W. Miller, The Occupational Aspirational Scale (Cambridge, Massachusetts: Schenkman Publishing Co., Inc., 1971).

The Hollingshead Two-Factor Index of Social Position[7]

This index was used to determine the socioeconomic status of the family where the student was residing at the time of the research or where he has been residing previous to coming to the continental United States.

Statistical Procedures

The statistical procedures employed in this investigation were analysis of variance (ANOVA), Kendall's Tau B and Cramer's V. For the thirteen hypotheses related to the occupational aspirations of Hispanic students, a two-factor analysis of variance procedure was performed. For the five hypotheses related to the self-esteem levels of Hispanic students, Kendall's Tau B and Cramer's V were used since the dependent variable, self-esteem, was measured at the nominal level and because of the lack of appropriate cell frequencies for many of the cross-tabulations. In addition, the qualitative data obtained through the use of the Student Questionnaire Form and the Faculty/Personnel Questionnaire Form have provided this study with more information which has facilitated an in-depth view of some of the factors which enhance or impede the educational and occupational aspirations of Hispanic students in an urban community college environment.

---

[7]Charles Bonjean, Richard Hill, and S. Dale McLenore, Sociological Measurements (San Francisco, California: Chandler Publishing Co., 1967), pp. 441-448.

RESULTS

Occupational Aspirations

Hypothesis #1

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

This hypothesis examined whether four discrete groups were different from each other in terms of their occupational aspirations: (1) Hispanic students who have resided in the continental United States for less than two years; (2) those who have resided from two to four years; (3) those who have resided from five to nine years; and (4) those who have lived in the continental United States for 10 years or more. The null hypothesis #1 was accepted since no significant differences were detected between the mean scores of the four discrete groups on the dependent variable, occupational aspirations. Therefore, the occupational aspirations of Hispanic students were not affected by the different levels of exposure to the United States society.

Hypothesis #2

There will be no significant differences between male and female Hispanic students in terms of their occupational aspirations.

This hypothesis examined whether the occupational aspirations of male and female Hispanic students were different. The null hypothesis #2 was accepted since no significant differences were detected between the mean scores of male and female Hispanic students on the dependent

variable, occupational aspirations. Therefore, the occupational aspirations of male and female Hispanic students tended to be similar.

Hypothesis #3

There will be no significant differences in terms of the occupational aspirations of male and female Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States).

This hypothesis examined the occupational aspirations of Hispanic male and female students who have resided in the United States for different time spans: (1) for less than two years, (2) from two to four years; (3) from five to nine years; and (4) for 10 years or more. Null hypothesis #3 was accepted for the independent variable groups, since no significant differences in the mean scores were observed between Hispanic male and female students who possessed different levels of exposure to the United States society. In examining these results, the researcher concluded that the sex of the participants in association with different levels of exposure to the United States society did not tend to affect the occupational aspirations of Hispanic students.

Hypothesis #4

There will be no significant differences in the occupational aspirations of Hispanic students who are from different socioeconomic backgrounds.

This hypothesis examined the occupational aspirations of Hispanic students from high, middle and low socioeconomic backgrounds. Null hypothesis #4 was accepted since no significant differences in

occupational mean scores were observed between Hispanic students from different socioeconomic backgrounds. In examining these results, the researcher concluded that the occupational aspirations of Hispanic students did not tend to be affected by the socioeconomic statuses of individuals.

Hypothesis #5

There will be no significant differences in the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and who are from different socioeconomic backgrounds.

This hypothesis examined the occupational aspirations of Hispanic students who have resided in the United States for different time spans: (1) for less than two years, (2) from two to four years, (3) from five to nine years, and (4) for 10 years ore more, and who were also the product of different socioeconomic statuses. Null hypothesis #5 was rejected, since it was found that there was a significant interaction effect between the two independent variables, number of years in the continental United States and family socioeconomic status on the dependent variable, occupational aspirations. Initially, the effects of migration to the continental United States tend to affect positively the occupational aspirations of low-socioeconomic statuses Hispanic students; however after two or more years of residence in this metropolis, the migration process tends to affect the occupational aspirations of these students in direct proportion to their socioeconomic statuses. This migratory phenomenon tends to enhance the occupational aspirations of higher socioeconomic status

individuals, while hampering the future occupational aspirations of lower socioeconomic status Hispanic students.

Hypothesis #6

There will be no significant differences in terms of the occupational aspirations of Hispanic students and their ethnic identification.

This hypothesis examined how the ethnic self-identification of Hispanic students: (1) Mexican or Mexican-American; (2) Puerto Rican; (3) Other Hispanics; or (4) American tended to affect their occupational aspirations. Null hypothesis #6 was accepted for the independent variable ethnic identification since no significant differences were observed. Therefore, ethnic identification as an independent variable did not produce any significant effects on the occupational aspirations mean scores of Hispanic students.

Hypothesis #7

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and their ethnic identification.

This hypothesis examined the possible interaction effects of two independent variables: ethnic identification, which captured how people identify themselves - Mexican or Mexican-American, Puerto Rican, Other Hispanics, or American, and number of years spent in the United States on the dependent variable, occupational aspirations. Null hypothesis #7 was accepted for the independent variables, ethnic identification and number of years spent in the United States, since

no significant interaction effects were observed on the dependent variable, occupational aspirations. Therefore, ethnic identification in combination with levels of exposure to the United States society did not produce any significant effects on the occupational aspirations of Hispanic students.

Hypothesis #8

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the place where they were raised.

This hypothesis examined whether Hispanic students who have been raised in different sociocultural settings such as: Mexico, Puerto Rico, Latin American/Caribbean countries, the continental United States or any other place have shown to have any different occupational aspirations. Null hypothesis #8 was accepted for the independent variable groups since no significant differences were detected for the occupational aspirations of Hispanic students who have been raised in different settings. Therefore, the place where Hispanic students were raised, as an independent variable, did not produce any significiant effects on the occupational aspirations of these students.

Hypothesis #9

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the place where they were raised.

This hypothesis examined the possible interaction effects of two

independent variables: number of years spent by the Hispanic students in the continental United States and the setting where these students have been raised such as: Mexico, Puerto Rico, Latin America or a Caribbean country (other than Puerto Rico) or any other place, on the dependent variable, occupational aspirations. Null hypothesis #9 was accepted since no significant interaction effects were detected for the two independent variables, number of years spent by Hispanic students in the continental United States and the place where these students were raised on the dependent variable, occupational aspirations. Therefore, the place where Hispanic students were raised in combination with level of exposure to the United States society did not produce any significant effects on the occupational aspirations of these students.

Hypothesis #10

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the importance they have attributed to college.

This hypothesis examined the main effect of the independent variable, the importance attributed to college by Hispanic students, on the dependent variable, occupational aspirations. Null hypothesis #10 was rejected since significant differences were detected for the independent variable, the importance attributed to college by Hispanic students on their occupational aspirations mean scores. Sixty-nine Hispanic students who declared college "very important" received a mean score on the Occupational Aspiration Scale of 49.67 and eleven students who considered college "an important" decision in their lives

received a mean score on the aforementioned scale of 49.82. While students who did not declare an option received the lowest mean scores-28.50 on the Occupational Aspiration Scale. Therefore, an association has been established between the occupational aspiration of Hispanic students attending a community college setting and the importance they tend to attribute to college. Moreso, how important they consider college to be in their list of priorities tends to delineate or clarify their future occupational path.

Hypothesis #11

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the importance they have attributed to college.

This hypothesis examined the possible interaction effects of two independent variables: number of years spent by the Hispanic students in the continental United States and the importance that these students have attributed to a college degree on the dependent variable, occupational aspirations. Null hypothesis #11 was accepted since no significant interaction effects were detected for the two independent variables, level of exposure to the United States society and the importance attributed to a college degree on the dependent variable, occupational aspirations. Although, as a main effect, the independent variable, the importance attributed to a college degree by Hispanic students produced some significant effects on the occupational aspiration scores of these students, this in combination

with another independent variable, level of exposure to the United States society (measured by number of years spent in the continental United States), did not produce significant effects on the occupational aspiration scores of Hispanic students. Therefore, the importance attributed to a college degree in combination with the level of exposure to the continental United States society did not produce any significant effects on the occupational aspirations of Hispanic students.

Hypothesis #12

There will be no significant differences in terms of the occupational aspirations of Hispanic students and the language spoken in public.

This hypothesis examined whether the language spoken in public: Spanish only, English only or both languages equally by the Hispanic students in the sample influenced their occupational aspirations. Null hypothesis #12 was accepted for the independent variable, language spoken in public, since no significant main effects were detected on the occupational aspirations of Hispanic students. Therefore, language spoken in public by Hispanic students did not significantly affect their occupational aspirations.

Hypothesis #13

There will be no significant differences in terms of the occupational aspirations of Hispanic students with different levels of exposure to the United States society (as measured by their number of years in the United States) and the language spoken in public.

This hypothesis examined the possible interaction effects of two

independent variables: number of years spent in the continental United States and the predominant language spoken in public: Spanish only, English only or both equally by the Hispanic students on the dependent variable, occupational aspirations. Null hypothesis #13 was accepted since no significant interaction effects were detected for the two independent variables, level of exposure to the United States society and language spoken in public on the dependent variable, occupational aspirations. Therefore, language spoken in public as an independent variable in combination to level of exposure to the United States society did not produce any significant interacting effects on the occupational aspirations of Hispanic students.

Results Related to Self-Esteem

Hypothesis #1

Is there a relationship between the self-esteem scores of Hispanic students and their different levels of exposure to the United States society (as measured by their number of years in the United States)?

This hypothesis examined whether different levels of exposure to the continental United States society have significantly affected the self esteem of Hispanic students in the sample. The correlation between number of years spent in the continental United States and the self-esteem scores of Hispanic students was negligible - 0.020.

Hypothesis #2

Is there a relationship between the self-esteem scores of Hispanic students who are from different socioeconomic backgrounds?

This hypothesis examined whether there was an association between

the family socioeconomic status of the student and his level of self-esteem. The relationship between the independent variable, family socioeconomic status and the dependent variable self-esteem was fairly strong at 0.416. In terms of the independent variable, socioeconomic status of the Hispanic student, it was found that it tends to significantly affect the student's level of self-esteem. Therefore, the higher the socioeconomic status of the Hispanic student, the higher his level of self-esteem.

Hypothesis #3

Is there a relationship in the self-esteem scores of Hispanic students and their ethnic identification?

This hypothesis examined whether there was an association between the independent variable, ethnic identification and the dependent variable, self-esteem. For the purpose of this study, "ethnic identity" contained four sub-categories: Mexican/Mexican-American, Puerto Rican, Other Hispanics, and American, which tried to underpin how Hispanics in this study subclassify themselves within the major category of "Hispanic". The relationship between the independent variable, ethnic identity and the dependent variable, self-esteem was found to be a weak 0.150.

Hypothesis #4

Is there a relationship in the self-esteem scores of Hispanic students and the language spoken in public?

This hypothesis examined whether there was an association between the independent variable, language spoken in public: Spanish only, English only, or both languages equally and the dependent variable,

self-esteem. The relationship between the independent variable, language spoken in public and the dependent variable, self-esteem was found to be strong at 0.602. When language spoken in public was controlled for, 90.48 percent of the students who have equally spoken both languages, Spanish and English, tended to score higher on the Rosenberg's Self-Esteem Scale followed by 89 percent of those Hispanic students who have only spoken English, and 77 percent of those who have only spoken Spanish in public. This finding tends to focus on the probable double social pressure experienced by the "typical" Hispanic student attending Loop College, who not only has to survive among his Hispanic peers in the community, but who has also had an added pressure to survive in a new environment - the college, where he has to express his feelings and needs in the English language.

Hypothesis #5

Is there a relationship in the self-esteem scores of Hispanic male and female students?

This hypothesis examined whether there was an association between the independent variable, sex and the dependent variable, self-esteem. It was found that there was a weak degree of association between self-esteem and the sex of the Hispanic students at 0.157.

According to this investigation, Hispanic students have shown to possess a high level of self-esteem as demonstrated by the Rosenberg's Self-Esteem Scale. However, of the five hypotheses developed for this study, self-esteem as a dependent variable has been strongly associated with only two of the independent variables used in this research - family socioeconomic status and language spoken in public.

The Faculty/Personnel Interview Form has provided this research with additional information concerning the feelings and perceptions of Hispanic personnel who have been actively working and helping Hispanic students at Loop College. Some key comments expressed by the Hispanic personnel related to the lack of commitment displayed by the City Colleges of Chicago toward the Hispanic population. They perceived this lack of commitment toward the Hispanic communities being manifested in the way that the City Colleges of Chicago has conducted the recruitment, retention, graduation and possible promotion to senior institutions of higher education of Hispanic students. In addition, two other key concerns of the Hispanic personnel interviewed were the lack of Hispanic personnel who could serve as role models to Hispanic students,as well as the lack of services designed to serve Hispanic students adjust to their new environment - the college.

The Hispanic students interviewed also expressed concern and disappointment toward the limited resources: services as well as personnel provided and designed to serve Hispanic students. They felt that Loop College and the City Colleges of Chicago has not made any real attempts to recruit, retain and graduate Hispanic students.

CONCLUSIONS

An analysis of the results of this investigation dealing with possible differences, if any, of selected Hispanic students on their levels of occupational aspirations and self-esteem in the setting of an urban community college indicates a number of conclusions.

1. The occupational aspirations of adult Hispanic students in the setting of an urban-public community college were not

significantly affected by the different levels of exposure to the continental United States society.

This result is not in accord with the findings of Lucas,[8] Nielsen, Fernández and Peng[9] who found that the longer the immigrants or their children are exposed to the influence of the innercity schools and culture the more that situation will damage their future educational and occupational aspirations. However, the results of this study are also in disagreement with Piore,[10] since these findings did not reflect any influence exercised by the exposure to the continental United States society on the occupational aspirations of the Hispanic students in the sample. Piore feels that the longer the immigrant stays and learns about the occupational structure in the continental United States the more he will want to have a higher paying job, which will be considered part of the primary sector with higher social and occupational status attached to it.

2. The occupational aspirations of adult Hispanic students in the setting of an urban-public community college were not significantly affected by the sex of the participants.

---

[8]Isidro Lucas, Puerto Rican Dropouts in Chicago: Numbers and Motivations (New York), 1973.

[9]Francois Nielsen, Roberto M. Fernandez and Samuel S. Peng, "Achievement of Hispanic Students in American High Schools: Background Characteristics and Achievement," National Center for Education Statistics - Contract #OE-300-78-0208 with the Dept. of Education (November, 1981).

[10]Michael J. Piore, "Immigration, Work Expectations, and Labor Market Structure," The Diverse Society: Implications for Social Policy (Washington,D.C., 1976).

This result tends to support the findings of Nielsen, Fernández and Peng[11] where no significant differences were found between the educational aspirations of male and female Hispanics which will tend to lead to higher occupational aspirations. However, the same finding tends to contradict the results from Dillard and Perrin[12] where the career aspirations of males correlated with ethnic group membership and the results indicated that Puerto Rican and Black male adolescents aspired to enter higher level careers. In the area of career aspirations, no relationship was found for females.

3. The sex of the participants in this study in association with different levels of exposure to the continental United States society did not affect their occupational aspirations.

4. The socioeconomic statuses of the adult Hispanic students in this study did not significantly contribute to their occupational aspirations.

This result is not in accord with findings from Brown and Stent,[13] Nielsen, Fernández and Peng,[14] or Dillard and Perrin[15] who found that the higher the socioeconomic status of an individual the higher would

---

[11]Nielsen, Fernández and Peng, op.cit.

[12]John M. Dillard and David W. Perrin, "Puerto Rican, Black, and Anglo Adolescents' Career Aspirations, Expectations and Maturity," The Vocational Guidance Quarterly 28:4 (June, 1980), 313-321.

[13]Frank Brown and Madelon D. Stent, Minorities in U.S. Institutions of Higher Education (New York: Praeger Publishers, Inc. - Praeger Special Studies in U.S. Economics, Social and Political Issues, 1977).

[14]Nielsen, Fernández, and Peng, op.cit.

[15]Dillard and Perrin, op.cit., pp. 313-321.

be his career choices and aspirations.

5. However, this study found that the socioeconomic statuses of the Hispanic students in the sample, interacting with different levels of exposure to the continental United States society, tended to significantly affect the occupational aspirations of these students. In the first two years, the effects of migration to the continental United States tended to positively influence the occupational aspirations of low socioeconomic status Hispanic students; however after a period of two or more years of residence in the continental United States, the migration process tended to affect the occupational aspirations of these students in direct proportion to their socioeconomic statuses.

6. The ethnic identification of Hispanic students, as a main effect, did not produce any significant effects on their occupational aspirations.

This conclusion is supported by findings from Dillard and Perrin[16] and Bullock[17] where it was found that ethnic membership did not produce drastic changes in the occupational aspirations of Hispanic students. However, this conclusion is not in accord with the findings

---

[16]Dillard and Perrin, op.cit., pp. 313-321.

[17]Paul Bullock, et al. Aspiration vs. Opportunity: "Careers" in the Inner City (University of Michigan and Wayne State University: Policy Papers in Human Resources and Industrial Relations #20, 1973).

from Fernández,[18] Nielsen, Fernández and Peng,[19] where it was reported that the ethnic membership of the students tended to influence their academic and occupational aspirations.

7. The ethnic identification of Hispanic students in association with different levels of exposure to the continental United States society did not produce any significant effects on the occupational aspirations of these students.

8. The place where Hispanic students were raised, as a main effect, did not produce any significant differences on the occupational aspirations of these students.

9. The place where Hispanic students were raised in association with different levels of exposure to the continental United States society did not produce any significant effects on the occupational aspirations of these students.

10. The occupational aspirations of adult Hispanic students in the setting of an urban-public community college were significantly affected by the importance they have attributed to college education. This conclusion follows the finding of Bullock[20] where it was indicated the desire of Black and Hispanic young men to obtain a college degree as a way to acquire a better job. However, this same

---

[18] Celestino Fernández, Ethnic Group Insulation, Self-Concept, Academic Standards, and the Failure of Evaluations (Palo Alto, California: R & E Research Association, Inc., 1979).

[19] Nielsen, Fernández, and Peng, op.cit.

[20] Bullock, et al, op.cit.

finding is not in accord with the findings of Monroe[21] who described the disadvantaged students as lacking the necessary motivation to be successful.

11. However, when the importance Hispanic students have attributed to a college degree is associated with different levels of exposure to the continental United States society, there were no significant effects on the occupational aspirations of these students.

12. Language spoken in public by the Hispanic students in this study did not affect the occupational aspirations of these students.

This conclusion is not in accord with the findings of Nielsen, Fernández and Peng[22] who concluded that a better command of English, with other variables held constant, tended to produce higher educational and occupational aspirations.

13. No significant effects were produced on the occupational aspirations of Hispanic students when language spoken in public by these students was associated with different levels of exposure to the continental United States society.

14. The self-esteem of adult Hispanic students in this study has appeared to be highly positive.

15. The self-esteem of adult Hispanic students in this study was not affected by their level of exposure to the continental United States society.

---

[21]Charles R. Monroe, Profile of the Community College (San Francisco, California: The Jossey Bass Series in Higher Education: Jossey-Bass, Inc., 1977).

[22]Nielsen, Fernández, and Peng, op.cit.

This result supports the findings of Thiel[23] who concluded that the self-esteem of Puerto Rican children, aged 10 to 12, living in a continental, metropolitan, innercity environment was not related to the amount of time the subjects had lived in that environment setting. However, this result contradicts the findings of Lucas,[24] Monroe,[25] Dworkin,[26] and Coelho.[27]

16. The self-esteem of Hispanic students in this study was not affected by their ethnic identification.

This result supports the findings of Méndez[28] who reported that, in general, groups of students did not differ significantly in their self-concept regardless of their ethnic membership. However, this conclusion is not in accord with the findings of Fernández[29] who found that the ethnic affiliation of the students was an important variable on the educational and occupational expectations of students.

---

[23]Walter Thiel, "The Impact of Minority Status on Self-Esteem and Cultural Values of Preadolescent Puerto Ricans," Ph.D. Dissertation, Loyola University of Chicago (1976), p. 193.

[24]Lucas, op.cit.

[25]Monroe, op.cit.

[26]Anthony E. Dworkin, "Stereotypes and Self-Images Held by Native-Born and Foreign-Born Mexican Americans," in Chicanos: Social and Psychological Perspectives, edited by Nathaniel N. Wagner and Marsha J. Haug (St. Louis, 1971).

[27]Albano D. Coelho, "Self-Concept Dimensions and Linguistic Profiles of Urban Preadolescents of Mexican Descent," Ph.D. Dissertation, Loyola University of Chicago (1981).

[28]Gloria I. Méndez, "Bilingual Children's Adaptation After a Transitional Bilingual Education," METAS, a publication of Aspira, Inc., 3:1 (Summer 1982).

[29]Fernandez, op.cit.

17. The self-esteem of Hispanic students in this study was significantly affected when these students equally spoke both languages in public: English and Spanish.

This conclusion is supported by the findings of Coelho[30] who reported that students with high language proficiency in one or more than one language tend to exhibit higher acceptance of themselves and higher self-concepts.

18. The self-esteem of the Hispanic students in this study was not affected by the sex of the participants.

This conclusion tends to contradict the findings of Méndez[31] and Coelho[32] who found that the sex of the participants tended to affect the self-concept of Hispanic students. Coelho found that the female subjects in his study appeared to have a more negative self-concept than their male counterparts. While in Méndez's study, the girls in the Bilingual group scored significantly higher in the pretest in the personal and social domains, as well as in the total scores. However, it was also noticed by Méndez, that Anglo boys scored higher in the pretest social domain and total scores than the boys in the Bilingual group, but not significantly higher than boys in the Regular group.

19. The socioeconomic statuses of the Hispanic students in this study tended to significantly affect the self-esteem of these students.

---

[30] Coelho, op.cit.

[31] Méndez, op.cit.

[32] Coelho, op.cit.

This conclusion tends to support the findings of Thiel[33] who indicated that the socioeconomic backgrounds of the Puerto Rican children contributed significantly to their levels of self-esteem and to their cultural values.

General Findings Related to the Student and Faculty/Personnel Interviews

1. Education is perceived by Hispanic students and personnel interviewed as an essential factor for personal upward mobility and a tool to help the Hispanic communities.

2. Hispanic students and personnel interviewed disapproved the method of outreach used by the institution to attrack more Hispanic students and the outcomes produced by this situation in terms of recruitment, retention and graduation of these students.

3. Hispanic students and personnel interviewed disapproved the lack of services and Hispanic personnel within the City Colleges of Chicago and especially Loop College to help serve the needs of Hispanic students and as role models in the process.

Implications

The results of this study consistently indicate that the occupational aspirations of adult Hispanic students in the setting of an urban-public community college are affected by two important elements. One, by an interaction effect between the time the Hispanic student has spent in the continental United States and the socioeconomic status of that particular individual. Therefore, it has been observed that for a Hispanic student, who is the by product of a

---

[33]Thiel, op.cit., p. 192.

low socioeconomic status and who has spent less than two years in the continental United States, his occupational aspirations would tend to escalate to high levels. However, after the initial transitional period of two years, the occupational aspirations of Hispanic students tend to be directly affected by their socioeconomic status. Therefore, their occupational aspirations tend to increase if they are the product of high socioeconomic status and tend to decrease if they are the product of low socioeconomic status. The second important factor related to the occupational aspirations of Hispanic students is the importance they attribute to a college degree. The importance given by a Hispanic student to a college degree tends to help with the clarification of the occupational aspirations of these students.

Considering the self-esteem of adult Hispanic students, it was found that the socioeconomic status of these students, as well as the language spoken in public, specifically the use of both languagues in public - Spanish and English in this particular case, produced significant differences in the levels of self-esteem.

In the estimation of this researcher, these conclusions produce major implications, not only for future research in the area, but to the actual administration of institutions of higher learning, which are serving Hispanic students and for the delivery of student personnel services to this particular clientele.

If the statistical data pertaining to the dependent variables, occupational aspirations and self-esteem, are carefully reviewed in connection with the recommendations given by Hispanic students and personnel, this study can provide some important implications for the

recruitment, retention and graduation of Hispanic students from institutions of higher learning, particularly within the community college setting. First, the statistical data provides this study with an important linkage of factors, such as levels of exposure to the continental United States (measured in terms of number of years exposed to the influence of this society) in connection with the student's socioeconomic status.

Graph I in Chapter IV illustrates that in the transitional period of less than two years of exposure to the United States society, Hispanic students who are from the lowest socioeconomic strata tend to be favorably influenced in their occupational aspirations by the migration process. A possible explanation of this "migratory effect" upon the students from lower socioeconomic status could be the powerful impact and influence of how they (especially from the Third-World countries) tend to perceive the United States and its opportunities for social and economic upward mobility. However, this picture turns bleak for students in the lower strata in the sample when, after the transitional period of two years, it is observed that their occupational aspirations in turn become directly influenced by their socioeconomic status.

In the light of these results and the expressed needs manifested by the surveyed Hispanic personnel and students in this study, institutions of higher learning should research possible avenues to serve these newcomers. Every institution of higher education planning to recruit and serve Hispanic students should create an agenda which would specify the type of Hispanic subgroup(s) that they would want to

recruit and nurture, taking into account characteristics such as level of exposure to the continental United States, socioeconomic status, language of preference, etc., since these and other characteristics could relate to the educational and occupational outcomes of these students. In addition, institutions of higher learning should acknowledge the characteristics of the Hispanic students whom they would be recruiting because these factors would set the tone for the types and intensity of services that would be designed and provided to these students. This institutional planning should take into account the data which points to the fact that Hispanic students who have resided in the continental United States for two or more years and who are from lower socioeconomic status would need more institutional guidance and encouragement since they tend to confront a series of problems not encountered by Hispanic students from higher socioeconomic status. Therefore, it is not only a matter of possessing the intention to recruit Hispanic students, but this process should and must be a deliberate effort to academically and emotionally support these students throughout their academic lives.

The institutional environment has to be carefully monitored and planned to hire Hispanic personnel who would be sensitive to the needs of the Hispanic clientele on campus, since the institution would have expressed a commitment toward the recruitment and nurturing of these students.

When analyzing the importance attributed to a college degree by Hispanic students, which represented the other independent variables that created significant effects on the occupational aspirations of

these students, it was interesting to observe that the educational plans and priorities of these students were translated into vocational priorities for the near future. Therefore, careful attention should be given to the design and effective crystallization of actual educational plans which, in turn, would be directed toward the future vocational and career choices for these students. In the light of these conclusions, it is important for institutions of higher education to effectively design educational programs which will develop and advance the academic skills of Hispanic students, with the possible utilization of Spanish and English as means of instruction. But the process cannot stop at that level, as recommended by Bullock, et al,[34] since there is also the need for effective career guidance programs designed with the Hispanic in mind. There is also a need to prepare and equip Hispanic students with the necessary academic skills in such areas as mathematics and natural sciences which will make possible their participation in a technological society.

In considering the self-esteem of Hispanic students in this study, it was observed that it was significantly affected by two independent variables, the socioeconomic status of the students and the degree that they could communicate adequately in two languages - Spanish and English. Therefore, socioeconomic status and language spoken in public are key factors which influence the level of self-esteem possessed by Hispanic students.

It was interesting to observe the transition and the difference

---

[34]Bullock, et al, op.cit.

in importance exercised upon the two major dependent variables in this study - occupational aspirations and self-esteem by the language(s) spoken in public by Hispanic students. The students who have spoken Spanish in public received higher scores on the Occupational Aspiration Scale, although not at a statistically significant level; while in terms of self-esteem, it was observed that students who have spoken Spanish as well as English in public tended to receive higher scores on the Rosenberg Self-Esteem scale. Curiously, the elements for higher self-esteem scores tend to reside in the possible adjustment made by Hispanic students to publicly speak not only their native language, Spanish, but also a second language, English or vice-versa in the case of Hispanic students whose primary language is English and who have manifested the need to publicly communicate in Spanish. For the purpose of this study, self-esteem has been defined as the attitude and evaluation that an individual makes and maintains of himself. It has been observed that in some way this self-evaluation that the Hispanic student is establishing and maintaining of himself is affected by his ability to be able to publicly communicate in both languages - Spanish and English. Therefore, it is imperative that institutions of higher learning stimulate and respect the development and public use of a second language and the continuous use of the primary language in settings such as support services, student organizations, students and community activities and any other academic and/or extracurricular activities where learning takes place. In an academic setting, the learning of a second language should take place where the student's

previous knowledge and skills are respected and taken into account in the learning process. Pride and respect are essential in the learning of a second language, especially with adult learners, where a set pattern of cultural and behavioral aspects have been clearly defined.

Recommendations for Further Research

The questions posed by the major hypotheses of this study have been investigated and additional comments made by Hispanic students and personnel have been offered in terms of their perceptions of services provided by Loop College to its Hispanic clientele. However, this study has raised additional issues for future research investigations:

1. To what extent is the Occupational Aspirations Scale applicable to subjects of cultural backgrounds different from those for whom the instrument was constructed?

2. To what extent the Rosenberg's Self-Esteem Scale could be strengthened to become more reliable in the use with adult Hispanic students? The instrument was designed for adolescent students and normed primarily on Anglo adolescents.

3. To what extent the Student Interview Form, as well as the Faculty/Personnel Interview Form can be reviewed, expanded, and used for further research investigations of Hispanic students in higher education?

4. To what extent more investigations are needed regarding the effects of the institutional environment on the Hispanic students' occupation aspirations and self-esteem?

5. What are the institutional elements needed to produce

successful Hispanic students in higher education?

6. To what extent the answers provided by the most successful Hispanic students in the setting of higher education could be used to provide possible answers to the problems at the elementary and secondary school levels?

In order to answer these questions, the following recommendations for further research are suggested:

1. Although the Occupational Aspirations Scale has been used in some of the Latin American countries, it will be useful the continuous administration of this instrument in other research projects dealing with Hispanic in the context of the continental United States; therefore, insuring that more suitable measurements will be obtained.

2. There is the need for a self-esteem instrument that would be particularly designed with an adult-bilingual clientele in mind. Therefore, such an instrument would be able to detect more of the idiosincratic and experiential phenomena experienced by bilingual-bicultural people in the continental United States setting.

There is the need for instruments that would tap into the self-concept as well as self-esteem of adults of different cultural backgrounds.

3. There is the need for research to be conducted on Hispanic students, specifically in the setting of higher education. More documentary research should be conducted, especially using the interview process, which would provide social scientists as well as educational practitioners with other variables for further statistical research, and with indepth knowledge about how Hispanic students are

experiencing higher education. There is the need to research the area of higher education as an institutional environment and its "contextual effects" on Hispanic and other minorities.

It is perceived by this researcher that the Hispanic clientele of each one of the City Colleges of Chicago, with a sizeable representation of Hispanic students, tend to reflect and represent different characteristics. Therefore, the Hispanic clientele of the City Colleges of Chicago tend to vary according to the institutional environment displayed by each one of the colleges. For example, Truman College's immediate community represents the "port of entry" for many immigrants in the City of Chicago, and, therefore, the Hispanic students being served by this college might be newcomers to this society. Wright College, on the other hand, is surrounded by a white/middle class neighborhood; therefore the Hispanic students being served by that college might be more economically affluent as well as more knowledgeable of the United States society and culture; while Loop College might represent a middle point between the two other colleges and might reflect more variability in terms of different Hispanic groups and socioeconomic characteristics of their Hispanic students. If these perceptions are taken into account for future research, it would be interesting to replicate this study, using Hispanic subjects representing each one of the City Colleges with a sizeable number of these students are enrolled.

4. Additional independent variables should be taken into account regarding the success of Hispanic students in the context of higher education which might also effect future occupational outcomes and

enhance their self-esteem. Independent variables such as parental level of occupational expectations for children, college friends and their level of occupational aspirations, students' level of involvement in leadership activities as extracurricular activities, students' level of involvement with ethnic organizations, and students' college grade point average should be considered.

5. To what extent independent variables which tend to point toward Hispanic students' success in college can or will provide answers for the academic problems experienced by Hispanic students in elementary and secondary education, and how these variables might point to cures for the high dropout and "push-out" rates at all levels among Hispanics.

6. According to the interviews conducted among Hispanic personnel and students, there were some important perceived barriers which have prevented students from obtaining a more successful academic achievement. Some of these are:

(a) lack of Hispanic role models within Loop College and the other City Colleges of Chicago with a sizeable Hispanic population;

(b) lack of an aggressive concerted effort to serve Hispanic students;

(c) lack of educational programs with focus on the actual needs of migrant Hispanic students;

(d) and the need for the City Colleges of Chicago to recognize the Hispanic community as an important present and future power base in the City of Chicago, and, therefore, to

develop with the input of the Hispanic community, educational opportunities for them.

Proposed recommendations to solve some of these perceived problems:

(a) The hiring of more Hispanic personnel who will represent the interests of the Hispanic subgroups (Mexicans and Puerto Ricans) in more need for representation in the continental United States, in each of the key departments and offices, which directly deal with Hispanic students.

(b) The hiring of Hispanic administrators, with particular duties and responsibilities officially assigned to them. Although at the point of the conclusion of this research, Loop College had hired a Hispanic Assistant to the President, the Loop College's community at large does not have a clear and definite idea of the duties, responsibilities and power base of that particular position. Therefore, it has been almost impossible for the Hispanic Assistant to the President to function, since his administrative power is being questioned at every point. At Loop College it is interesting to observe that there is a group of primarily white/middle class administrators, as well as a small but powerful faction of the faculty, which guides the destiny of the College; however this particular faction is being challenged by a group of vocal concerned Black and Hispanic personnel. Another crucial step toward the redefinition of whom Loop College is going to serve was taken in 1984, when the first Black woman, Dr. Bernice Miller, was appointed to the position of President of the College. Therefore, in the writer's

opinion, at Loop College there is a struggle for power and a fear that minority students, faculty and personnel would take the lead of the College. This struggle for power has unified Black and Hispanic students, faculty and personnel with a common goal.

(c) The development and implementation of institutional support services especially designed to help bilingual students: tutoring, personal/career guidance, etc. to improve the academic achievement of these students as well as their retention in the college.

(d) The creation of faculty/personnel training seminars, which would prepare faculty/personnel in ways to better serve and respond to minority clientele. These seminars should be mandatory for faculty and personnel with demonstrated history of recurrent mistreatment of students. The researcher has seen recurrent problems of mistreatment of minority students in the areas of Financial Aid, Admissions, Registrar's Office and Business Office.

(e) The development and implementation of courses and levels within programs which will respond to the Hispanic clientele being served by Loop College. There is also the need for the revision of the entire Program of English as a Second Language (ESL) to incorporate new approaches on how to deal with professional students coming from Latin America or the Caribbean countries. Students who are subjected to basic but not stimulating courses in English as a Second Language and who are also limited in enrolling in English as a Second Language courses, although they possess a vast academic background.

(f) The City Colleges of Chicago need to start recognizing the

Hispanic community as possessing a power base, and therefore, they have to start responding to the educational needs of this community at large. By the time that this research project will be finalized, the City Colleges of Chicago will have established a series of educational centers in the different Hispanic communities; but it is the understanding of this researcher that few if any of these centers will be administrated by Hispanic administrators. There must be a concerted effort to give their due right to the Hispanic community and their professionals and designees to take care of their own destinies.

This researcher has indicated that the answers to improve the quality of educational opportunities for Hispanic students, in general, can come not only from research, but also by the way higher education would keep itself informed as to new trends and developments as well as a sensitivity to create and implement new and innovative ideas. Minority students, as a non-traditional clientele, have been forced into traditional patterns of education causing detrimental effects not only measured by poor educational and occupational outcomes, but also by creating feelings of inadequacy. This researcher hopes that new alternatives, many of them might be non-traditional, be experimented with in order to help and continue the enhancement of occupational aspirations as well as the self-esteem of these "new roomers" in higher education.

BIBLIOGRAPHY

Books

Astin, Alexander W., et.al. Minorities in American Higher Education. San Francisco: California: Jossey-Bass Inc., Publishers-Series in Higher Education, 1982.

Blalock, Hubert M. Jr. Social Statistics. New York: McGraw-Hill Book Company, Inc., 1960.

Bonilla, Eduardo Seda. Requiem por una Cultura. Rio Piedras, Puerto Rico: Ediciones Bayoan, 1972.

Bonjean, Charles, Hill, Richard, and McLemore, S. Dale. Sociological Measurement. San Francisco, California: Chandler Publishing Company, 1967.

Boocock, Sarane S. An Introduction to the Sociology of Learning. Boston: Houghton Mifflin Company, 1972.

Bowles, Samuel and Gintis, Herbert. Schooling in Capitalist America. New York: Basic Books, Inc., 1976.

Brown, Frank and Stent, Madelon D. Minorities in U.S. Institutions of Higher Education. New York: Praeger Publishers, Inc. - Praeger Special Studies in U.S. Economics, Social and Political Issues, 1977.

Brown, George H., Rosen, Nan L., and Hill, Susan T. The Conditions of Education for Hispanic Americans. California: LULAC National Education Service Centers, Inc., 1979.

Cafferty San Juan, Pastora and Martinez-Rivera, Carmen. The Politics of Language: The Dilemma of Bilingual Education for Puerto Ricans. Colorado: Westview Press, 1981.

City University of New York - Center for Puerto Rican Studies (History Task Force). Labor Migration Under Capitalism: The Puerto Rican Experience. New York: Monthly Review Press, 1979.

Collins, Randall. "Function and Conflict Theories of Educational Stratification." In Power and Ideology in Education, edited by Jerome Karabel and A.H. Halsey. New York: Oxford University Press, 1977.

Coopersmith, Stanley. The Antecedents of Self-Esteem. San Francisco, California: W.H. Freeman and Co., 1967.

Cross, K. Patrica. Beyond the Open Door: New Students to Higher Education. San Francisco, California: Jossey-Bass, Inc., Publishers, 1974.

De Galíndez, Jesús. Puerto Rico En Nueva York: Sociología de una Immigración. Argentina: Editorial Tiempo Contemporaneo, 1969.

DuBois, Wilbert E.B. The Soul of Black Folks. New York: New American Library, 1969.

Dworkin, Anthony E. "Stereotypes and Self-Images Held by Native-born and Foreign-born Mexican Americans." In Chicanos: Social and Psychological Perspectives edited by Nathaniel N. Wagner and Marsha J. Haug. Saint Louis: The C.V. Mosby Company, 1971.

Fernández, Celestino. Ethnic Group Insulation, Self-Concept, Academic Standards, and the Failure of Evaluations. Palo Alto, California: R & E Research Association Inc., 1979.

Gaspar-Casey, Jeffrey. "The Hispanic and the U.S. Economy." In The State of Hispanic America by The National Hispanic Center for Advanced Studies and Policy Analysis. Oakland, California: Babel Inc., 1981.

Haller, Archibald O. and Miller, Irwin W. The Occupational Aspiration Scale. Cambridge, Massachusetts: Schenkman Publishing Co. Inc., 1971.

Klecka, William R., Nie, Norman H., and Hull, C. Hadlai. Statistical Package for the Social Sciences: Primer. New York: McGraw-Hill Book Company, 1975.

Kunjufu, Jawanza. Developing Positive Self-Images and Discipline in Black Children. Chicago, Illinois: African-American Images, 1984.

Llánes, José. Cuban Americans: Masters of Survival. Cambridge, Massachusetts: ABT Books, 1982.

MacDonald, J. Fred. Blacks and White TV: Afro-Americans in Television Since 1948. Chicago, Illinois: Nelson-Hall Publishers, 1983.

Maldonado-Denis, Manuel. Puerto Rico y Estados Unidos: Emigración y Colonialismo. Mexico: Siglo Vientiuno Editores, SA, 1978.

Monroe, Charles R. Profile of the Community College. San Francisco, California: Jossey-Bass, Inc., The Jossey Bass Series in Higher Education, 1977.

Nie, Norman H., et. al. Statistical Package for the Social Sciences. 2nd ed. New York: McGraw-Hill Book Company, Inc., 1975.

Obgu, John U. Minority Education and Caste: The American System in Cross-Cultural Perspective. New York: Academic Press, 1978.

Piore, Michael J. "Immigration, Work Expectations, and Labor Market Structure." The Diverse Society: Implications for Social Policy. Washington, D.C., 1976.

Popham, W. James. Educational Statistics: Use and Interpretation. New York: Harper and Row, Publishers, 1967.

Ramírez, Manuel III, Herold, P. Leslie, and Castaneda, Alfredo. Introduction to Cognitive Styles: New Approaches to Bilingual, Bicultural Education. Austin, Texas: The Dissemination Center for Bilingual-Bicultural Education, 1974.

Rosenberg, Morris. Society and the Adolescent Self-Image. Princeton, New Jersey: Princeton University Press, 1965.

SAS Institute Inc. SAS User's Guide: Statistics, 1982 Edition. Cary, N.C.: SAS Institute Inc., 1982.

Weber, Max. From Max Weber: Essays in Sociology, edited and translated by H.H. Gerth and C. Wright Mills. New York: Oxford University Press, 1958.

Wells, L. Edward and Marwell, Gerald. Self-Esteem: Its Conceptualization and Measurement. Beverly Hills, California: Sage Publications Inc., 1976.

Yates, Phyllis Joan. An Empirical Investigation of Adult Self-Concept and Its Underlying Psychological Constructs. Detroit, Michigan: Wayne State University, 1979.

Journals

Betances, Samuel. "Puerto Ricans and Mexican Americans in Higher Education." The Rican Journal 4 (May 1974):34-35.

_____. "Puerto Rican Youth: Race and Search for Identity." The Rican Journal (Fall 1971):4-13.

Burns, Maureen, et.al. "The Current Status of Hispanic Technical Professionals: How Can We Improve Recruitment and Retention." Integrateducation 20 (1982):1-2.

Casuso, Jorge. "Dropout Rate Mars Hispanic College Gains." The Chicago Reporter 13 (April 1984):1.

Díaz-Comas, Lilian, Arroyo, Antonio L., and Lovelace, Juan Carlos. "Enriching Self-Concept Through a Puerto Rican Cultural Awareness

Program." The Personnel and Guidance Journal 60 (January 1982):306-308.

Dillard, John M. and Perrin, David W. "Puerto Rican, Black, and Anglo Adolescents' Career Aspirations, Expectations and Maturity." The Vocational Guidance Quarterly 28 (June 1980):313-321.

Frazier, Donald J. and DeBlassie, Richard. "A Comparison of Self-Concept in Mexican American and Non-Mexican American Late Adolescents." Adolescence 17 (Summer 1982):

Karabel, Jerome. "Community Colleges and Social Stratification." Harvard Educational Review 42 (November 1972):556-562.

Martínez, Robert A. "Dual Ethnicity: Puerto Rican College Students in New York." Urban Education 14 (July 1979):254-259.

Méndez, Gloria I. "Bilingual Children's Adaptation After a Transitional Bilingual Education." Metas 3 (Summer 1982):1-112.

Noboa-Rios, Abdín. "An Analysis of Hispanic Doctoral Recipients from U.S. Universities (1900-1973) with Special Emphasis on Puerto Rican Doctorates." Metas 2 (Winter 1981-82):18.

Phillips, Susan D., et.al. "Career Development of Special Populations: A Framework for Research." Journal of Vocational Behavior 22 (1983):12-29.

Prewitt Díaz, Joseph. "The Puerto Rican Migrant Student and the Home-School Conflict." El-Sol (Revista de la Asociacion de Masetros de Puerto Rico) 26 (1982):6-11.

Rivera, Roberto. "Selected Topics on Latino Access to Illinois Colleges and Universities." Integrateducation 20 (May-October 1982):101-105.

Rodríguez, Richard. "Memories of a Bilingual Childhood." American Educator 5 (Spring 1981):12-21.

Seda Bonilla, Eduardo. "¿Qué Somos: Puertorriqueños, Neorriqueños o Niuyorriqueños?" The Rican Journal 2 (1974):81-107.

Wagenheim, Karl. "The Latest Census Survey of Hispanics in the United States." Metas 1 (Fall 1979):75-80.

Reports

Bullock Paul, et.al. Aspiration vs. Opportunity: "Careers" in the Inner City. University of Michigan and Wayne State University: Policy Papers in Human Resources and Industrial Relations #20, 1973.

Forni, Floreal. The Situation of Puerto Rican Population in Chicago and Its Viewpoints About Racial Relations. A Research Report sponsored by the Interuniversity Social Research Committee - Chicago Metropolitan Area, Report #8, University of Chicago, October 15, 1971.

Illinois Community College Board. Annual Report - Fall 1981. Illinois, 1981.

Illinois State Advisory Committee to the U.S. Commission on Civil Rights. Bilingual/Bicultural Education: A Privilege or a Right? Illinois, May, 1974.

Loop College. Profile of the Loop College: 1979. An Institutional Self-Study submitted to the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, October, 1979.

Loop College - Office of Admissions. Student Profile: Spring 1983. Chicago, Illinois, 1983.

_____. Student Profile: Spring 1984. Chicago, Illinois, 1984.

Lucas, Isidro. Puerto Rican Dropouts in Chicago: Numbers and Motivation. New York: 1973.

_____. Education and Hispanic in Greater Chicago: An Overview. Illinois: Aspira, 1979.

Nielsen, Francois, Fernandez, Roberto M., and Peng, Samuel S. "Achievement of Hispanic Students in American High Schools: Background Characteristics and Achievement. National Center for Education Statistics. Contract #OE-300-78-0208 with the Dept. of Education, November, 1981.

U.S. Dept. of Commerce, Bureau of the Census. National Data Book and Guide to Sources - Statistical Abstract of the United States, 1980. Washington, D.C., 1979.

_____. National Data Book and Guide to Sources - Statistical Abstract of the United States, 1984. 104th Edition, Washington, D.C., 1983.

Theses and Dissertations

Coelho, Albano D. "Self-Concept Dimensions and Linguistic Profiles of Urban Preadolescents of Mexican Descent." Ph.D. Dissertation, Loyola University of Chicago, 1981.

Gordon-Bocanegra, Inés M. "The Puerto Rican Concept of Color on the

Island of Puerto Rico Versus the Puerto Rican Concept of Color in Metropolitan Chicago." Master Project presented to the faculty of the Center for Inner City Studies, Northeastern Illinois University, 1974.

Peters-Pérez, Alice. "Self-Esteem as it Relates to Reading Facility and Bilingual Schooling of Puerto Rican Students." Ph.D. Dissertation, Loyola University of Chicago, 1979.

Salmerón, Rudolph Jr. "A Description of Factors Associated with the Position of College Bound Mexican Americans in Chicago." Master Thesis presented to the faculty of the Center for Inner City Studies, Northeastern Illinois University, 1967.

Thiel, Walter. "The Impact of Minority Status on Self-Esteem and Cultural Values of Preadolescent Puerto Ricans." Ph.D. Dissertation, Loyola University of Chicago, 1976.

Torres, Maximino. "An Attempt to Provide Higher Educational Opportunity to Hispanics: The Evolution of Projecto Pa´Lante at Northeastern Illinois University: 1971-1976." Ed.D. Dissertation, Loyola University of Chicago, 1983.

APPENDIX I

OSU

The Ohio State University

Department of
Agricultural Economics
and Rural Sociology

2120 Fyffe Road
Columbus, Ohio 43210

Phone 614 422-7911

254

March 16, 1983

Ms. Inez Bocanegra-Gordon
2752 W. Warren Blvd.
Chicago, Illinois 60612

Dear Inez:

I searched high and low but was unable to find the Spanish version on the occupational prestige questionnaire. There are many copies stored in the attic of the Agriculture Building at the University of Wisconsin, but unfortunately, none here at OSU.

I enclose a copy of the instrument we administered in Portuguese in Brazil and an English translation of the occupational titles used in the Spanish version. I hope that they are of use to you.

If I can be of any further help, please let me know.

Sincerely,

Dave Hansen

Dr. David O. Hansen
Associate Chairman

APPENDIX II

DAVID O. HANSEN

ESCOLA _____ LOCALIDADE _____

SEU NOME _____ SÉRIE _____

AVALIAÇÃO DAS OCUPAÇÕES

Na lista abaixo estão uma série de ocupações (tipos de trabalho). Gostaríamos de saber a sua opinião sobre elas.

Você deve dar a cada uma um grau de prestígio (a importância que você julga que ela tem).

O grau número 1 representa uma ocupação com ÓTIMO prestígio.
O grau número 2 representa uma ocupação com prestígio MUITO BOM.
O grau número 3 representa uma ocupação com prestígio BOM.
O grau número 4 representa uma ocupação com prestígio REGULAR.
O grau número 5 representa uma ocupação com prestígio RUIM.
Se você não conhece a ocupação marque no grau 0 (zero).
Se você não conhece o prestígio de uma ocupação marque no grau número 6.

É FAVOR MARCAR COM UM X O GRAU QUE VOCÊ ATRIBUI A CADA UMA DAS OCUPAÇÕES. ASSEGURE-SE DE QUE NÃO DEIXOU NENHUMA EM BRANCO.

Exemplos:	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
1) Estudante Universitário	1	2	3	X 4	5	0	6

No exemplo acima uma pessoa achou que a ocupação de estudante universitário é REGULAR, por isso marcou no número 4.

2) Advogado	X 1	2	3	4	5	0	6.

Esta pessoa julgou advogado uma ocupação ÓTIMA, por isso marcou no número 1.

3) Lavadeira	1	2	3	4	X 5	0	6

Esta pessoa julgou a ocupação de lavadeira RUIM, por isso marcou no número 5.

AGORA COMECE A MARCAR UM GRAU PARA CADA UMA DAS OCUPAÇÕES ABAIXO. LEMBRE-SE DE QUE A CADA NÚMERO CORRESPONDE UM GRAU. NO COMEÇO DE CADA FOLHA VOCÊ ENCONTRARÁ A TABELA COM OS GRAUS E NÚMEROS CORRESPONDENTES.

	Ótima	Muito Boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
1) Pedreiro Brick Layer	1	2	3	4	5	0	6
2) Ministro do Governo	1	2	3	4	5	0	6
3) Padeiro Baker	1	2	3	4	5	0	6
4) Economista Economist	1	2	3	4	5	0	6
5) Eletricista de uma Fábrica Factory Electrician	1	2	3	4	5	0	6
6) Incinerador Artificial Artificial Incinerator	1	2	3	4	5	0	6
7) Médico Doctor	1	2	3	4	5	0	6
8) Mecânico de Automóveis Automobile Mechanic	1	2	3	4	5	0	6
9) Professor(a) Primário(a) Elementary School Teacher	1	2	3	4	5	0	6

	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
10) Fiscal de Produção	1	2	3	4	5	0	6
11) Lixeiro *Garbage man*	1	2	3	4	5	0	6
12) Químico Industrial *Industrial chemist*	1	2	3	4	5	0	6
13) Chefe do Depósito de uma fábrica	1	2	3	4	5	0	6
14) Bancário *Banker*	1	2	3	4	5	0	6
15) Motorista de Caminhão *Truck Driver*	1	2	3	4	5	0	6
16) Tesoureiro de uma Grande Companhia *Treasurer of a Large Company*	1	2	3	4	5	0	6
17) Tecedor (Tecelagem) *Weaver*	1	2	3	4	5	0	6
18) General do Exército *Army General*	1	2	3	4	5	0	6
19) Carpinteiro *Carpenter*	1	2	3	4	5	0	6
20) Grande Fazendeiro *Large Farmer*	1	2	3	4	5	0	6

	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
21) Mecânico de Máquinas Agrícolas Agricultural Machinery Mechanic	1	2	3	4	5	0	6
22) Leiteiro (entregador de leite) Milkman	1	2	3	4	5	0	6
23) Programador (de computadores) Computer Programmer	1	2	3	4	5	0	6
24) Tratorista Tractor Driver	1	2	3	4	5	0	6
25) Juiz do Supremo Tribunal Supreme Court Justice	1	2	3	4	5	0	6
26) Psicólogo Psychologist	1	2	3	4	5	0	6
27) Mecânico de uma Fábrica Factory Mechanic	1	2	3	4	5	0	6
28) Capataz numa Fazenda Farm Foreman	1	2	3	4	5	0	6
29) Policial Policeman	1	2	3	4	5	0	6
30) Agrônomo Agronomist	1	2	3	4	5	0	6
31) Trabalhador em Minas Miner	1	2	3	4	5	0	6

	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
32) Vigia Noturno Night watchman	1	2	3	4	5	0	6
33) Vendedor de Legumes Street Vender	1	2	3	4	5	0	6
34) Professor de Universidade University Professor	1	2	3	4	5	0	6
35) Operador de Máquinas numa Fábrica Factory Machine Operator	1	2	3	4	5	0	6
36) Meeiro (ou parceiro) Sharecropper	1	2	3	4	5	0	6
37) Carregador de Malas numa Estação Baggage Porter	1	2	3	4	5	0	6
38) Borracheiro Tire Repairman	1	2	3	4	5	0	6
39) Agente da Ascar Extension Agent	1	2	3	4	5	0	6
40) Cabo do Exército Army Corporal	1	2	3	4	5	0	6
41) Presidente de um Sindicato Internacional President of International Labor Union	1	2	3	4	5	0	6
42) Alfaiate Tailor	1	2	3	4	5	0	6

	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
43) Banqueiro (dono ou diretor de banco) Bank Owner or Director	1	2	3	4	5	0	6
44) Sapateiro Shoe Repairman	1	2	3	4	5	0	6
45) Escritor de Romances Novelist	1	2	3	4	5	0	6
46) Carregador de Caminhão Truck	1	2	3	4	5	0	6
47) Pintor de Quadros Painter (Artist)	1	2	3	4	5	0	6
48) Dono de banca de jornais e revistas	1	2	3	4	5	0	6
49) Engenheiro Civil Civil Engineer	1	2	3	4	5	0	6
50) Delegado de Polícia Police Detective	1	2	3	4	5	0	6
51) Viajante Comercial Travelling Salesman	1	2	3	4	5	0	6
52) Encanador de fábrica Factory Plumber	1	2	3	4	5	0	6
53) Diretor de uma grande Companhia Chairman of the Board of a Large Company	1	2	3	4	5	0	6

	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
54) Capitão do Exército Captain in the Army	1	2	3	4	5	0	6
55) Peão Peon (peasant)	1	2	3	4	5	0	6
56) Guarda-livros Bookkeeper	1	2	3	4	5	0	6
57) Administrador de uma grande Fazenda Administrator of a large Farm	1	2	3	4	5	0	6
58) Assistente Social Welfare Worker	1	2	3	4	5	0	6
59) Tropeiro Muleteer	1	2	3	4	5	0	6
60) Cobrador de ônibus Bus fee Collector	1	2	3	4	5	0	6
61) Telegrafista Telegrapher	1	2	3	4	5	0	6
62) Tabelião Accountant	1	2	3	4	5	0	6
63) Técnico em Planejamento Planning Technician	1	2	3	4	5	0	6
64) Piloto Pilot	1	2	3	4	5	0	6

	Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
	1	2	3	4	5	0	6
65) Pessoa que trabalha numa tipografia (Tipógrafo) Operator of a Small Printing Shop	1	2	3	4	5	0	6
66) Chefe de um Departamento no Governo Estadual Head of a Department in State Govt.	1	2	3	4	5	0	6
67) Consevador de Estradas. Street Repairman	1	2	3	4	5	0	6
68) Prefeito Mayor	1	2	3	4	5	0	6
69) Gerente de uma loja pequena na cidade Small Store Manager in a City	1	2	3	4	5	0	6
70) Morador assalariado numa Fazenda Farm Hand	1	2	3	4	5	0	6
71) Pequeno proprietário (fazendeiro) Small Farmer	1	2	3	4	5	0	6
72) Carreteiro de Frete Freight Carrier	1	2	3	4	5	0	6
73) Diarista (numa fazenda) Farm	1	2	3	4	5	0	6
74) Balconista Soda Fountain Clerk	1	2	3	4	5	0	6
75) Diplomata Diplomat in the Foreign Service	1	2	3	4	5	0	6

Ótima	Muito boa	Boa	Regular	Ruim	Não conhece a ocupação	Não sabe o prestígio
1	2	3	4	5	0	6

76) Marinheiro
Sailor

1	2	3	4	5	0	6

APPENDIX III

Student Questionnaire

The purpose of this questionnaire is to obtain preliminary information about you that will make possible the study about vocational aspirations and self-esteem of Hispanic students attending Loop College. All information you provide is strictly confidential. It will be reported statistically and not individually.

Cuestionario para Estudiantes

El propósito principal de este cuestionario es el de poder obtener información preliminar que hará posible el estudio de las aspiraciones vocacionales y la estima personal del estudiante hispano en el Loop College. Toda información que tú nos proporciones será mantenida en estricta confidencia. Los resultados del estudio serán reportados estadísticamente y no se hará mención en ningún momento de casos individuales.

1. Sex (check one) Male_____ Female_____
   Sexo (marca uno) Hombre Mujer

2. Marital Status Single_____ Married_____ Divorced_____ Widower or Widow
   Estado Civil Soltero(a) Casado(a) Divorciado(a) Viudo(a)_____

3. Who is the head of your household?
   ¿Quién es el encargado o cabeza de tu familia?

   a. My self _____
      Yo mismo

   b. Father_____
      Padre

   c. Mother_____
      Madre

   d. Another relative or friend_____
      Otro pariente o amigo

4. What is the number of persons currently dependent on your salary or your parents salary for support? Please include yourself,
   ¿Cuál es el número de personas que dependen de tu salario (si tu eres la cabeza de la familia) o del salario de tus padres para mantenimiento? Por favor incluyete en el estimado.

   _____number of persons
   número de personas

5. How old are you?
   ¿Qué edad tienes?

   a. between 17 and 20 yrs. of age_____
      entre 17 y 20 años

   b. between 21 and 25 yrs. of age_____
      entre 21 and 25 años

   c. between 26 and 30 yrs. of age_____
      entre 26 y 30 años

d. between 31 and 35 yrs. of age_____
entre 31 y 35 años

e. over 35 but younger than 50 yrs._____
mayor de 35 pero menor de 50 años

f. over 50 years _____
mayor de 50 años

6. Where were you born?
¿Dónde naciste?

a. México_____

b. Puerto Rico_____

c. In a Latin American or in a Caribbean Country (please indicate)_____
En una nación Latinoamericana o del Caribe (por favor indica)

d. United States (please indicate the State)_____
Estados Unidos (por favor indica el Estado)

7. Where were you raised? The place where you spent most of your childhood and adolescence?
¿Dónde te criates? Esta pregunta hace referencia al lugar donde pasaste la mayor parte de tu infancia y adolecencia.

a. México_____

b. Puerto Rico_____

c. Latin American or a Caribbean Country (please indicate)_____
Nación Latinoamericana o del Caribe (por favor indica)

d. United States (please indicate the State)_____
Estados Unidos (por favor indica el Estado)

8. How long have you lived in the United States?
¿Cuánto tiempo has estado viviendo en los Estados Unidos?

a. 3 years or less_____
3 años o menos

b. from 3 years to 6 years_____
de 3 años a 6 años

c. from 6 years to 10 years_____
de 6 años a 10 años

d. Other (please indicate)_____
Otro (por favor indica)

9. In what country did you attend grade school?
¿En qué país tú estudiaste escuela elemental (primaria)?

   a. México_____

   b. Puerto Rico_____

   c. In another Latin American or Caribbean Country_____
   En otro país Latinoamericano o del Caribe

   d. United States_____
   Estados Unidos

10. Where did you study your secondary education?
¿En qué país tú estudiaste escuela secundaria?

   a. México_____

   b. Puerto Rico_____

   c. In another Latin American or Caribbean Country _____
   En otro país Latinoamericano o del Caribe

   d. In the United States_____
   En los Estados Unidos

11. Before attending Loop College, did you attend any other institution of higher education?
Antes de asistir al Loop College, ¿asististe a alguna otra institución de educación superior?

Yes_____ No_____
Si No

12. If your answer to question #8 is positive (yes), please indicate number of years.
Si tú contestación a la pregunta #8 es positiva (si) indica el número de años.

   1. 2 years or less_____
   2 años o menos

   2. More than 2 years bu less than 4_____
   más de 2 años pero menos de 4

   3. 4 years or more_____
   4 años o más

13. What type of degree did you receive? Please be specific.
¿Qué tipo de grado recibiste? por favor se específico.

_____

14. Do you have any relatives (parents, brothers, sisters, cousins) going to college, or who have gone to college?
¿Tienes tú parientes (padres, hermanos, hermanas, primos) que estén o hayán asistido a colegio?

    a. Yes, one_____
    Si, uno

    b. Yes, two or more_____
    Si, dos o mas

    c. No, none have gone_____
    No, nadie ha ido

15. In what country were your parents born?
¿En qué país nacieron tus padres?

	Father Padre	Mother Madre
a. México	_____	_____
b. Puerto Rico	_____	_____
c. Latin America or in a Caribbean Country (please indicate the country)	_____	_____
d. United States (please indicate state) Estados Unidos (por favor indica el estado)	_____	_____

16. To which ethnic group do you belong? _____ _____
¿A que grupo étnico tu perteneces?

    a. Mexican or Mexican American_____
    Mexicano o Mexicano Americano

    b. Puerto Rican_____
    Puertorriqueño

    c. Other Hispanics_____
    Otros Hispanos

    d. American_____
    Americano

17. According to your opinion, to which racial group do you belong? (you should not take into consideration your "ethnic" or "nationalities" to a particular group to answer this question). Check one
¿De acuerdo a tu opinión, a qué grupo racial tú perteneces? (Al contestar esta pregunta, no debes tomar en consideración tus ataduras "étnicas" o "nacionales" con un grupo en particular). Marca uno

White_____
Blanco

Black_____
Negro

Intermediate (Including Mestizos, Trigueños, Indios, Chinos, Grifos, Jabaos, etc.)
Intermedios (Incluye los Mestizos, Trigueños, Indios, Chinos, Grifos, Jabaos, etc.)

18. How you caracterize your friends? (check one)
¿Cómo tú caracterizas a tus amigos? (marca uno)

a. nearly all are Hispanic_____
casi todos son Hispanos

b. some are Hispanic and others are non-Hispanic_____
algunos son Hispanos y otros no son Hispanos

c. nearly all are people from other non-Hispanic minority groups_____
casi todos son personas de otros grupos minoritarios no Hispanos

d. nearly all are non-minority_____
casi todos son de grupos no minoritarios

19. What is the language spoken predominantly at your home?
¿Cuál idioma es usado primordialmente en tu hogar?

Spanish _____
Español

English _____
Inglés

Both equally_____
Ambos igualmente

20. In what language you feel more confortable speaking in public?
¿En qué idioma te sientes más cómodo hablando en público?

Spanish_____
Español

English_____
Inglés

Both equally_____
Ambos igualmente

21. What is the highest educational level attained by the head of your household?
¿Cuál es el nivel educativo más alto recibido por el jefe ó la cabeza de tu familia (padre, madre o persona encargada del hogar)?

Elementary	1	2	3	4	5	6	7	8	Elemental/ Primaria
High School	9	10	11	12					Secundaria/ Bachillerato
College	1	2	3	4					Universidad
Beyond four years of college	1	2	3	4					Más allá de los 4 años de colegio

22. What is the occupation of the head of your household? Please be specific and clear in the description.
¿Cuál es la ocupación (trabajo) del jefe ó la cabeza de tu familia (padre, madre o persona encargada del hogar)? Por favor se específico y claro en la descripción.

_____

23. How important is it to you that you graduate from college? Check one.
¿Cuán importante es para tí el graduarte de colegio? Marca uno.

very important_____
muy importante

important _____
importante

not important_____
no es importante

24. What is your reason for attending college? Please check three choices and number them from 1 to 3 in order of priority. 1 being your highest choice.
¿Cuál es tú razón para asistir al colegio? Por favor marca tres selecciones y numéralas del 1 al 3 en orden de prioridad - donde 1 represente la seleccion más alta.

To learn English _____
Para aprender Inglés

To improve skills_____
Para mejorar destrezas

Change in career goals_____
Cambio en objetivos ocupacionales

To get a better job_____
Para obtener un mejor trabajo

To get more money_____
Para obtener más dinero

My parents decision_____
La decisión de mis padres

To transfer to a four year institution_____
Para transferirme a una institución de cuatro años

To obtain certification or license in my profession in the U.S._____
Para obtener la certificación o la licencia para ejercer mi profesión en los Estados Unidos.

My friends or relatives are attending college_____
Mis amigos o parientes están atendiendo a colegio

Other, please specify_____
Otras razones, por favor especifica

25. What is the highest academic degree you plan to earn? Check one
¿Cuál es el grado académico más alto que tu planeas recibir? Marca uno

Associate of Arts or Science Degree (2 yrs. program)_____
Grado Asociado en Artes o en Ciencias (programa de 2 anos)

Bachelor's Degree (4 yrs. program)_____
Bachillerato (programa de cuatro años)

Master's Degree_____
Maestría

Ph.D. or Ed.D. (Doctorate degree)_____
Doctorado en Filosofía o en Educacion

Professional Degree - M.D. (medical doctor), D.D.S. etc._____
Grado Profesional - Doctor en Medicina u Odontología

Other, please specify_____
Otro, por favor especifica

26. How do you rate Loop College on each of the following items? Check one box for each item.
¿Cómo tú clasificas Loop College en cada uno de los siguientes elementos? Marca un adjetivo para cada elemento.

	Excellent Excelente	Good Bueno	Poor Pobre	No opinion No opinión
Teachers' knowledge of teaching subject Conocimiento del Profesor en su materia				

	Excellent Excelente	Good Bueno	Poor Pobre	No opinion No opinion
Teachers' availability Accesibilidad de los Profesores para sus estudiantes				
Teachers' understanding of students Entendimiento de los estudiantes por parte de los profesores				
Availability and sensitivity of counselors Accesibilidad y sensivilidad de los consejeros				
General acceptance of students who are of a different background Aceptación general de estudiantes de diferentes origenes				
Registrar Registrador				
Treasurer (Business Office) Tesorero				
Financial Aid Ayuda financiera				
Student Activities Actividades Estudiantiles				
Tutorial Services Servicios Tutoriales				
English as a Second Language Courses Cursos de Inglés como Segundo Idioma				
English as a Second Language Personnel (teachers, aides, coordinator) Personal (maestros, ayudantes, coordinador)en Programa de Inglés como Segundo Idioma				
of Key offices - Admissions Recursos ofrecidos por oficinas claves Admisiones				

27. Do you participate in extra curricular activities?
¿Participas tú en actividades extra curriculares?

Yes_____ No_____
Si No

28. Do you participate in community activities?
¿Participas tú en actividades de la comunidad?

Yes_____ No_____
Si No

APPENDIX IV

Student Interview (taped)

The purpose of this study is to make an in-depth assessment of the differences in the self-esteem and the occupational aspirations of Hispanic students within the context of an urban junior college. You have previously helped us filling out a questionnaire and two instruments concerning this study. This interview will provide us with additional information and specific details to the topic of investigation.

I am going to tape this interview. You are free to discontinue this procedure at any given time.

Do you realize that this interview is being taped?

Is it clear to you that only the researcher will have access to the tapes and that the researcher will not use your name or other personal information which could identify you in the written report?

The following group of questions will help me to locate the student within the framework of a family: relatives, spouse, friends, and/or children. The researcher will be looking at the family and/or friends as a crucial support system which could enhance or limit the chances for success of our subjects.

1. What are the financial resources of the student or the student's parents?
2. How do the family (relatives and/or friends) perceive the investment of possible financial resources in the student's education?
3. What are the occupational aspirations of the subject?
4. Are family members and/or friends giving any financial or emotional support to the subject?

5. Do family and/or friends see the importance of a college degree?
6. Does the student establish a connection between his/her present education and a future job?
7. How many other members of the student household (if any) have attended college? If none - Does this represent a significant step for the student? For the family? Why?

The following questions will provide information about the institution (Loop College) and its services from the perspective of the student and his/her family.

1. Do you know if the institution (Loop College) is actively recruiting Hispanic students?
2. Do you have an idea of how many Hispanic students Loop College have enrolled for this semester (Spring 1984)?
3. Do you as a Hispanic feel comfortable in the institution? How do you feel about the services provided by the institution?
4. Do you believe that your Hispanic friends feel comfortable at Loop College? How do they feel about the delivery of services such as: admission and records, counseling/ advisement, financial aid, ESL program, etc.?
5. Do you feel that this institution is giving you a good education? Do you believe that the education provided by Loop College is compatible with the education of institutions such as: University of Illinois at Chicago Campus, Northeastern Illinois University, Roosevelt University, DePaul University, etc.?

6. Do you believe that your friends feel comfortable and proud saying that they are enrolled at Loop College? What about you?

7. Are you planning to return to your country of origin to work? To study? If so - Do you feel that Loop College has provided you with a compatible education with the one offered at your home country?

APPENDIX V

The following group of questions will help me assess the involvement of Hispanic personnel in the delivery of services at the City Colleges of Chicago.

1. What position do you hold with the City Colleges of Chicago? For how long have you worked for the CCC?
2. In your personal interpretation do you feel that Hispanics have any input in the decision making of the CCC?
3. Do you perceive any future changes in the direction of more control/power to be obtained by Hispanics within the CCC? And in higher education in general?
4. Do you perceive that the new elected Chancellor of the CCC is willing to make recommendations which will favor Hispanics to positions of power?
5. Do you perceive that the new political changes in the City of Chicago have or could have an impact in new directions for the CCC? And for Hispanics within the CCC?
6. In general, do you perceive that the CCC are actively recruiting more Hispanic students? What about Loop College in particular?
7. Do you feel that the admission and the academic policies of Loop College favor the retention of Hispanic students? How?
8. In your estimation, do you feel that Loop College grants degrees to a "considerable" number of Hispanic students every academic year?
9. Do you feel that Loop College has adequate Hispanic staff

(faculty, support service staff, counselors, administrators, etc.) to serve the needs of the enrolled Hispanic students?

10. During the time that you have worked for Loop College have you seen any favorable changes in educational policies as well as services oriented to serve Hispanic students?
11. In general, do you believe that Hispanic students feel welcome at Loop College? Why?
12. How do you describe the Hispanic student who is enrolled at Loop College? In terms of socio-economic background, previous academic background, social responsibility toward society and his ethnic group, participation in student activities, etc.
13. Do you perceive that the vocational aspirations of Hispanic students at Loop College are high, medium, or low?
14. Do you perceive commitment, discipline, and determination in the Hispanic student body at Loop College?

APPENDIX VI

La Escala de Estima Personal

Self - Esteem Scale

Aquí hay una serie de declaraciones. Por favor marca cada declaración de la manera en que te sientes la mayor parte de las veces.

Here are a number of sentences. Please mark each sentence in the way that you usually feel most of the time.

Escala I

Scale I

a. Pienso que soy una persona de mérito, o al menos de igual mérito que otras personas.

I feel that I am a person of worth, at least an equal plane with others.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

b. Pienso que poseo un número de buenas cualidades.

I feel that I have a number of good qualities

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

c. Tomando todo en consideración, me inclino a pensar que soy un fracaso.

All in all, I am inclined to feel that I am a failure.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

Escala II

Scale II

a. Soy capaz de hacer las cosas tan bien como la mayor parte de las personas.

I am able to do things as well as most other people.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

b. Siento que no tengo mucho porque sentirme orgulloso.

I feel I do not have much to be proud of.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerto	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

Escala III

Scale III

a. Asumo una actitud positiva con respecto a mi mismo.

I take a positive attitude toward myself.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

Escala IV

Scale IV

a. En general, estoy satisfecho conmigo mismo.

In the whole, I am satified with myself.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

Escala V

Scale V

a. Desearía tener más respeto para conmigo mismo.

I wish I could have more respect for myself.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

Escala VI

Scale VI

a. Me siento inútil en algunos momentos.

I certainly feel useless at times.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

b. En algunos casos pienso que no tengo absolutamente ningún valor.

At times I think I am no good at all.

( ) Estoy en completo acuerdo	( ) Strongly agree
( ) Estoy de acuerdo	( ) Agree
( ) Estoy en desacuerdo	( ) Disagree
( ) Estoy en completo desacuerdo	( ) Strongly disagree

APPENDIX VII

LA ESCALA DE ASPIRACIONES OCUPACIONALES

Por Archie O. Haller

OCCUPATIONAL ASPIRATION SCALE

Nombre_____ Número de Seguro Social_____

Name_____ Social Security Number_____

Este grupo de preguntas se relacionan a tus intereses en diferentes áreas de trabajo. Aquí hay ocho preguntas. Selecciona en cada una de estas preguntas uno de los diez trabajos que se presentan como alternativas.

Lee cada una de estas preguntas cuidadosamente. Todas son diferentes. Contesta cada pregunta. No omitas ninguna.

This set of questions concerns your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of ten presented. Be sure your name and social security number is on the top of this page.

Read each question carefully. They are all different. Answer each one the best you can. Don't omit any.

Pregunta 1. De la lista de trabajos mencionados en esta pregunta, ¿cuál es el Mejor que tú estás seguro que puedes obtener al terminar tu educación?

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

1.1	Abogado _____	Lawyer
1.2	Trabajador de bienestar público con el gobierno de la ciudad (Asistente Social)_____	Welfare worker for a city government
1.3	Representante al Congreso de los Estados Unidos o de tu país_____	Representative in Congress of the United States or of your country
1.4	Cabo del ejército _____	Corporal in the Army
1.5	Juez de la Corte Suprema de los Estados Unidos o tu país_____	United States Supreme Court Justice
1.6	Guardia de seguridad/vigía nocturno_____	Night watchman
1.7	Sociólogo_____	Sociologist
1.8	Policía_____	Policeman
1.9	Agente de extensión agrícola_____	County agricultural agent

1.10	Dependiente en estación de gasolina _____	Filling station attendant

Pregunta 2. De la lista de trabajos mencionados en esta pregunta, ¿cuál tú seleccionarías cuando termines tu educación?

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

2.1	Miembro de la junta directiva de una gran corporación _____	Member of the Board of Directors of a large corporation
2.2	Director de una funeraria o embalsamador _____	Undertaker
2.3	Banquero _____	Banker
2.4	Operador de máquinas en una fábrica _____	Machine operator in a factory
2.5	Médico _____	Physician (doctor of medicine)
2.6	Lavandero/Lavandera _____	Clothes presser in a laundry
2.7	Contable/contador en un gran negocio _____	Accountant for a large business
2.8	Conductor de tren o ferrocarril _____	Railroad conductor
2.9	Ingeniero de tren o ferrocarril _____	Railroad engineer
2.10	Cantante en club nocturno _____	Singer in a night club

Pregunta 3. De la lista de trabajos mencionados en esta pregunta, ¿cuál de estos tú estás seguro que podrás obtener al terminar tu educación?

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

3.1	Físico nuclear _____	Nuclear physiciat
3.2	Reportero para un periódico _____	Reporter for a daily newspaper
3.3	Juez de distrito _____	County judge
3.4	Barbero/peluquero o cosmetólogo _____	Barber or cosmetologist

3.5	Gobernador_____	State governor
3.6	Encargado de fuente_____ de sodas	Soda fountain clerk
3.7	Biólogo_____	Biologist
3.8	Cartero_____	Mailman
3.9	Oficial de un sindicato_____ obrero internacional	Official of an international labor union
3.10	Peón de rancho/hacienda_____ o granja	Farm hand

Pregunta 4. De la lista de trabajos mencionados en esta pregunta, ¿cuál tú seleccionarías cuando termines tu educación?

Question 4. Of the jobs listed in this question, which is the ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

4.1	Sicólogo_____	Psychologist
4.2	Gerente administrador_____ de una pequeña tienda en la ciudad	Manager of a small store in a city
4.3	Jefe de un departamento_____ del gobierno estatal	Head of a department in state state government
4.4	Dependiente/empleado_____ en tienda u oficina	Clerk in a store or office
4.5	Miembro de gabinete _____ del gobierno federal	Cabinet member in the federal government
4.6	Conserje/casero_____ encargado de la limpieza de un edificio	Janitor/or superintendent of a building
4.7	Músico en orquesta_____ sinfónica	Musician in a symphony orchestra
4.8	Carpintero_____	Carpenter
4.9	Locutor de radio _____	Radio announcer
4.10	Minero_____	Miner

Pregunta 5. De la lista de trabajos mencionados en esta pregunta, ¿cuál de estos tú estás seguro que podrás obtener cuando cumplas 30 años de edad?

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

5.1	Ingeniero civil_____	Civil engineer
5.2	Tenedor de libros/ contador_____	Bookkeeper
5.3	Ministro o sacerdote_____	Minister or priest
5.4	Conductor de autobuses (guaguas)_____	City bus driver
5.5	Diplomático en el Servicio Extranjero de los Estados Unidos_____	Diplomat in the Foreign Service of the U.S. or any other country
5.6	Jornalero (persona que no posee la tierra o el ganado y que no administra la hacienda o finca)_____	Sharecropper (one who owns no livestock or farm machinery, and does not manage the farm
5.7	Novelista_____	Author of novels
5.8	Plomero_____	Plumer
5.9	Columnista en periódico o revista_____	Newspaper or magazine columnist
5.10	Conductor de taxi_____	Taxi driver

Pregunta 6. De la lista de trabajos mencionados en esta pregunta, ¿cuál de estos trabajos tú preferirías tener a la edad de 30 años, si te dieran la opción o libertad de tener cualquiera de ellos?

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

6.1	Piloto_____	Airline pilot
6.2	Agente de seguros_____	Insurance agent
6.3	Arquitecto_____	Architect
6.4	Lechero (el encargado de repartir la leche)_____	Milk route man
6.5	Alcalde de una ciudad_____	Mayor of a large city

6.6	Basurero_____	Garbage collector
6.7	Capitán de la armada de Estados Unidos o de tu país_____	Captain in the Army of the United States or your country
6.8	Mecánico de garaje_____	Garage mechanic
6.9	Dueño - operador de tipografía/imprenta (Tipógrafo)_____	Owner - operator of a printing shop
6.10	Trabajador de tren_____	Railroad section hand

Pregunta 7. De la lista de trabajos mencionados en esta pregunta, ¿cuál de estos tú estás seguro que tendrás para cuando cumplas 30 años de edad?

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

7.1	Pintor de obras de arte_____	Artist who paints pictures that are exhibited in galleries
7.2	Vendedor ambulante_____	Traveling salesman for a wholesale concern
7.3	Químico_____	Chemist
7.4	Conductor de camiones_____	Truck driver
7.5	Profesor de Universidad o colegio_____	College or univer ity professor
7.6	Barrendero de calles_____	Street sweeper
7.7	Contratista_____	Building contractor
7.8	Oficial local de unión obrera_____	Local official of a labor union
7.9	Electricista_____	Electrician
7.10	Camarero/Camarera Mesero/Mesera_____	Restaurant waiter or waitress

Pregunta 8. De la lista de trabajos mencionados en esta pregunta, ¿cuál de estos trabajos tú preferirías tener a la edad de 30 años, si te dieran la opción o libertad de tener cualquiera de ellos?

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 3o YEARS OLD, if you were FREE TO HAVE ABY of them you wished?

8.1	Dueño de una fábrica que emplea cerca de 100 personas_____	Owner of a factory that employs about 100 people

8.2	Director de parque de recreo o entretenimiento	Playground director
8.3	Dentista	Dentist
8.4	Leñador	Lumberjack
8.5	Científico	Scientist
8.6	Limpiabotas/ Limpiazapatos	Shoeshiner
8.7	Maestra de escuela pública	Public school teacher
8.8	Dueño - operador de un puesto de meriendas	Owner - operator of a lunch stand
8.9	Mecánico de máquinas (entrenado)	Trained machinist
8.10	Muellero	Dock worker

APPENDIX VIII

Forma Para Consentimiento De Participantes

Título de Proyecto: Una Investigación Etnográfica Sobre La Estima Personal y Las Aspiraciones Ocupacionales de Los Estudiantes Hispanos en el Contexto de Una Institución Urbana de Dos Años.

Yo, _____, declaro que soy mayor de edad (18 años) y que deseo participar en el programa de investigación conducido por la Sra. Inés Bocanegra Gordon.

El propósito de esta investigación es el haver un análisis minucioso del sentido de estima personal y las aspiraciones ocupacionales que poseen los estudiantes Hispanos en el contexto de una institución urbana de dos años. Uno de los intereses primordiales del estudio es el tratar de brindar mas información sobre la participación de los Hispanos en el area de educación superior, especialmente en instituciones de dos años, como lo es el Loop College.

Mi participación en esta investigacion es voluntaria. Yo entiendo que no hay ningún riesgo a mi vida envueltos en esta investigación y que puedo declinar mi participacion en cualquier momento que lo crea necesario. No estoy obligado a contestar todas las preguntas del estudio.

Inés Bocanegra Gordon
Firma del Investigador

_____
Firma del Participante

_____
Fecha

Loyola University of Chicago

Consent Form

Project Title: An Ethnographic Investigation of the Self-Esteem and Occupational Aspirations of Hispanic Students Within The Context of An Urban Junior College.

I,_____, state that I am over 18 years of age and that I wish to participate in a program of research being conducted by Mrs. Inés Bocanegra Gordon.

The purpose of this investigation is to make an in-depth assessment of any differences in the self-esteem and the occupational aspirations of Hispanic students within the context of an urban junior college. One of the primary interests of the study is to shed some light on the phenomenon of Hispanic participation in higher education, especially two-year institutions like the Loop College.

I freely and voluntarily consent to be a participant in this research project. I understand that no risk is involved and that I may withdraw from participation at any time without prejudice. I am free to leave unanswered any portion of this investigation.

Inés Bocanegra Gordon.
Signature of Investigator

Signature of Volunteer

Date

APPENDIX IX

TABLE 7A: SPRING 1983 ENROLLMENT CATEGORIES COMPARED WITH PRIOR SEMESTERS, SPRING 1981 TO FALL 1982

	Spring 1983	Fall 1982	Spring 1982	Fall 1981	Spring 1981
SEX					
Male	37.5%	35.8%	36.9%	36.1%	37.7%
Female	62.5%	64.2%	63.1%	63.9%	62.3%
STATUS					
Full-time	33.7%	32.4%	31.9%	30.9%	30.0%
Part-time	66.3%	67.6%	68.1%	69.1%	70.0%
Day	60.1%	57.9%	60.1%	56.3%	56.9%
Evening	39.9%	42.1%	39.9%	43.7%	43.1%
Freshman	72.2%	78.8%	74.8%	75.7%	69.6%
Sophomore	17.4%	12.7%	14.7%	15.3%	18.2%
Unclassified	10.5%	8.5%	10.5%	9.0%	11.1%
New	23.1%	34.3%	25.9%	38.9%	25.5%
Continuing	65.4%	54.7%	66.0%	36.5%	65.2%
Returning	11.5%	11.0%	8.2%	24.6%	9.4%
INTENT					
Prepare for future job	40.7%	39.2%	39.2%	38.7%	36.7%
Improve job skills	10.3%	12.3%	11.7%	11.9%	11.1%
Decide on career	11.7%	10.9%	11.6%	11.6%	11.1%
Transfer	18.6%	17.9%	18.5%	18.5%	20.2%
Review basic skills	2.0%	1.9%	1.5%	1.4%	1.5%
Self-improvement	9.5%	10.9%	10.0%	10.6%	10.2%
Other	7.3%	7.0%	7.5%	7.3%	9.3%
ETHNIC GROUP					
Black	61.2%	60.0%	59.4%	59.5%	58.3%
White	17.0%	18.1%	18.0%	19.4%	19.0%
Asian	8.3%	7.8%	7.8%	7.7%	8.1%
Hispanic	6.8%	6.6%	8.2%	7.6%	8.5%
Native American	1.6%	1.7%	2.0%	2.2%	3.2%
Unknown	5.1%	5.8%	4.6%	3.6%	3.0%
LARGEST ENROLLMENT BY PROGRAMS					
Liberal arts	21.5%	22.8%	20.7%	25.6%	24.3%
Business admin.	15.5%	15.6%	15.5%	16.0%	16.9%
Data processing	13.1%	11.8%	11.8%	11.5%	10.3%
General studies	8.0%*	9.4%*	15.1%	11.1%	9.9%
	58.1%	59.6%	63.1%	64.2%	61.4%

*"Undecided" -- new Fall 1982 -- accounts for many students previously categorized as "General Studies": 8.7% of Spring 1983 students; 10.5% of Fall 1982 students.

TABLE 7B LOOP COLLEGE:
FINAL REGISTRATION FIGURES, SPRING 1983
COMPARED WITH SPRING 1982

Headcount

	Spring 1983		Spring 1982		% change,
	Number	% of Total	Number	% of Total	1983 over 1982
Full-time	2972	33.1%	2513	31.4%	+18.3%
Part-time	6014	66.9%	5493	68.6%	+ 9.5%
Day	5325	59.3%	4758	59.4%	+11.9%
Evening	3661	40.7%	3248	40.6%	+12.7%
Male	3391	37.7%	2970	37.1%	+14.2%
Female	5595	62.3%	5036	62.9%	+11.1%
Freshman	4368	48.6%	4684	58.5%	- 6.7%
Sophomore	1930	21.5%	1463	18.3%	+31.9%
Other	2688	29.9%	1859	23.2%	+44.6%
TOTAL	8986		8006		+12.2%

Full-Time Equivalency

	Spring 1983		Spring 1982		% change,
	Number	% of Total	Number	% of Total	1983 over 1982
Full-time	2572	53.9%	2172	51.8%	+18.4%
Part-time	2199	46.1%	2023	48.2%	+ 8.7%
Day	3281	68.8%	2853	68.0%	+15.0%
Evening	1490	31.2%	1342	32.0%	+11.0%
Male	1956	41.0%	1666	39.7%	+17.4%
Female	2815	59.0%	2529	60.3%	+11.3%
Freshman	2454	51.4%	2637	62.9%	- 6.9%
Sophomore	1148	24.1%	857	20.4%	+34.0%
Other	1169	24.5%	700	16.7%	+67.0%
TOTAL	4771		4195		+13.7%

Time of Registration

	Early		Open		Late		T
	Number	% of Total	Number	% of Total	Number	% of Total	
1983	2534	28.2%	4818	53.6%	1634	18.2%	8
1982	1936	24.2%	4289	53.6%	1781	22.2%	8
% change, 1983/1982	+30.9%		+12.3%		- 8.3%		

APPROVAL SHEET

The dissertation submitted by Inés Bocanegra Gordon has been read and approved by the following committee:

Dr. Steven I. Miller, Director
Professor, Foundations of Education, Loyola

Dr. John M. Wozniak
Professor Emeritus, Foundations of Education, Loyola

Dr. Samuel Betances
Professor, Sociology, Northeastern Illinois University

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 15, 1986
Date

Steven I. Miller
Director's Signature